

Serviam; Developing our gifts and talents for the good of others.



URSULINE HIGH SCHOOL
Wimbledon

UHSW Digital Learning
Policy

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“Do something, get moving. Be confident, risk new things, stick with it and then be ready for big surprises!” **St Angela**

Our Mission

Inspired by the life and work of Saint Angela Merici, our Ursuline school commits itself to education for tomorrow's world within the dynamic tradition of Catholic belief and practice.

As a Christian community, characterised by a spirit of respect, trust and joy, we promote excellence in every aspect of life, thereby fully developing each individual.

By the time they leave the Ursuline, our students live out the values of St Angela by:



Being willing in the spirit of Serviam to develop their gifts and talents for the good of others and be inspired to take action for the victims of justice.



Being able to recognise the uniqueness of individuals by showing respect and love for all while building a community based on the common good.



Being kind, compassionate, strong, empathetic and confident women of faith with high aspirations for themselves and others.



Being able to adapt to the sign of the times whilst understanding what really matters in life.



Being able to understand and take an active role, both in the stewardship of the environment and enabling change through the democratic process.



Purpose of Policy

Our Vision:

At UHS, we enable our students to be future ready, proficient in the general and specialist skills for learning, life and work with exceptional fluency in the language of a globally connected society.

Our curriculum should be future orientated, globally informed, locally contextualised and centred on well-being at individual, societal and environmental levels.

- ☞ Outstanding curriculum provision must future proof the skills, knowledge and behaviours of our students to meet the changing markets in the next 10-20 years.
- ☞ Ursuline High School is committed to the continued provision of a varied and engaging education, including strong pastoral support, in the event of full or partial school closure. This policy will summarise how this provision will take place, so that there are consistent and well-understood expectations of the level of support that will be provided for all concerned. The intended outcome is to support all pupils, maximise pupil learning and continue to follow the curriculum, whilst allowing opportunities for additional unplanned learning that radical changes to lifestyle and ways of working may present.

Context for our policy

- ☞ 85% of the jobs that our students will be doing in 2030 have yet to be created.
- ☞ Automaton and algorithms will take 75 million jobs, but 133 million new jobs will be created as a result.
- ☞ 90% of jobs will require digital skills.

Digitalisation will impact on industries, jobs and skills at all levels; it will require continuous upskilling and adaptation from employees. Interconnectivity and collaboration will be critical for the fluid, interconnecting and network orientated jobs of the future. Different sectors will converge, leading to a hybridisation of skills and inter-disciplinary innovation. In-the-moment learning will become essential, with the ability to gain new knowledge valued higher than the knowledge people already have. New entrants to the labour market will take increased individual responsibility for their own skills development as they work more flexibly and across multiple employers in a growing zero hours contract market or gig economy model. This will require a process of life-long learning, so in this respect school never ends. Personal resilience, agility and adaptability will be key, particularly for our students today.



The purpose of ICT in education

We utilise the most up to date technology to engage learners and equip them for the world of further education and employment. Our Digital Learning strategy is based on extensive research and aims to combine all aspects of ICT with the curriculum to ensure that all of our students are proficient in its application. By teaching the five key skills of ICT through the seven key applications of ICT, we are empowering our students to be future ready. The five skills are:

1. Information and data literacy
2. Communication and collaboration
3. Digital content and creation
4. Safety and well-being
5. Problem-solving

And the key activities to develop those skills are:

1. Information gathering
2. Using information creatively
3. Evaluation of information
4. Non-linear thinking
5. Solve problems using IT in creative ways
6. Safety and well-being
7. Collaboration.

For details on how our digital strategy is used in Teaching and Learning, please consult the Teaching and Learning Policy.

We use our Virtual Learning Environment, powered by Microsoft Teams in conjunction with our unique lap top scheme to ensure that every student has access to the curriculum at all times. Every student has their own laptop as does every member of staff.

The quality of teaching and learning is at the heart of our policy and should always take precedence over the method or delivery platform.

Our blended learning strategy is built around 3 core pillars:

- i. Quality first teaching based on the 5Cs***
- ii. MS Teams, Assignments and Class NoteBook***
- iii. Using our incubator school status to remain at the cutting edge of how technology can enhance teaching and prepare our students for life in the 21st Century.***

Blended learning mixes the key principles of quality first face to face teaching with cutting edge technology. Each class has their own MS Team and OneNote space and all resources are placed there for anytime access. Staff are on a virtuous CPD cycle of increasing their skill set to deliver more integrated technology from VR Headsets to Drones, 3D printers and Minecraft Education.

Staff are encouraged to upskill themselves and look to how a 2030 curriculum might be delivered now. Staff are given resources and time as well as given access to a fund for any digitisation in their curriculum that they wish to pursue.



Remote Learning

In the event of school closure, students will continue to follow their regular timetable, with some amendments made to support their wellbeing, as well as our staff, as the need arises.

For example, period 1, 3 and 5 will finish ten minutes earlier to give staff and students a screen break.

Staff have undergone rigorous CPD on remote learning and will continue to do so as our pedagogy and ability to deliver outstanding teaching evolves.

The quality of teaching and learning is at the heart of our policy and should always take precedence over the method or delivery platform.

Research shows that students learn more when they participate in the learning process, whether it's through discussion, practice, review or application. To engage online students, it's important to incorporate activities that allow students to get actively involved.

In planning their lessons, staff and curriculum leaders are expected to consider the following points

- ☞ Feedback. How is this being delivered to students so that they can make progress? What resources are they using to support this?
- ☞ How does each department engage with their students? Is their online pedagogy different?
- ☞ Are the resources used by the department appropriate and enable students to not only access, but to engage with positively?
- ☞ Are HODs, staff and students clear on what students need to learn over the remote learning period and how they will get there? Has the work been planned and sequenced accordingly?
- ☞ What is the balance between consolidation and new content? Is it the right balance?
- ☞ How are teachers actively involving students?

Staff have undergone rigorous CPD on remote learning and will continue to do so as our pedagogy and ability to deliver outstanding teaching evolves.



Inclusive Learning

We have ensured that every student has access to IT at home. The needs of some students with EHCPs and SEND who are not attending school may also be an issue. Ursuline High School will make use of the TAs and SEND department to support each student and we will endeavour to ensure that all students have access to a tablet and that IT support is continued through ID3.

Wellbeing

The pastoral system at Ursuline High School will continue to provide support for the wellbeing of all students during any remote learning period. This will be done through the Assistant Headteacher Inclusion / Designated Safeguarding Lead via Heads of Year and Tutors. Parents will also be supported in managing their daughter's wellbeing.

Pastoral Care of Pupils

Learning from home can be challenging for a variety of reasons, especially when coupled with social or lifestyle limitations, and possible illness in the family. We appreciate the huge role that parents will be playing and encourage families to structure the day to give balance, variety and a sense of purpose. Parents can play a key role in helping pupils adhere to a routine, and the amount of support will vary depending on the age and personality of the child. Time should be made for regular breaks, exercise, pursuing other interests (safely within the current social distancing guidelines) and connecting virtually with friends and relatives.

Ursuline High school will also continue to provide a strong sense of pastoral support during the period of closure. Guidance will be offered to parents on supporting their children with remote learning. The school's pastoral support system will also provide a sense of mental and emotional wellness, in addition to ensuring our most vulnerable students will continue to receive focused pastoral support.



Monitoring, review & evaluation

Ursuline High School is committed to ensuring that Remote Teaching and Learning is evaluated and monitored to ensure that it is of the highest quality.

Monitoring can be carried out through the follow means:

- ☞ Physical learning walks from Middle and Senior Leaders.
- ☞ Virtual Learning walks using URL for each team. Conducted by Middle and Senior Leaders.
- ☞ Current policy states that there should be 3 learning walks per HOD/HOF/KsC per half term (not including revisits or follow up observations). There needs to be at least one Virtual and one Physical learning walk in each half term. The third needs to be based on identified gaps and needs. A learning walk is one lesson where you will observe 2 to 3 different teachers using the Learning walk proforma.
- ☞ Book scrutiny – the first of the academic year is the equivalent of checking all books have tracking sheets, pedagogy and big picture on covers etc. The next 2 will be a more formal book scrutiny with a proforma for feedback.
- ☞ To monitor books, the subject teacher can click on the “Manage Notebook” icon and share the link for the class.
- ☞ Assignments – feedback given through assignments should be added to the Grade Tracking sheet. This can be checked by middle leaders during book scrutiny. The teacher can also send all the marking and feedback from the work by clicking on “Export to Excel” icon.

The following assessment measures are also used regularly by SLT, HOF, HOD and Key stage coordinators:

- ☞ Students surveys.
- ☞ Staff surveys.
- ☞ CPD evaluations from staff.
- ☞ Departmental, Heads of Faculty, SLT meetings.
- ☞ Weekly Quality of Education meeting involving senior leaders.
- ☞ Weekly IT meeting with Headteacher, ID3 and Digital Learning coordinator.
- ☞ T&L feedback proforma from Heads of Department.

The School Development Plan will be amended based on monitoring and feedback.



Guidelines for staff when using remote learning through MS Teams at home.

Before a member of staff can use microphones or the video function in their teaching, they need to read this document and then email Assistant Head Teacher Teaching and Learning / Digital Learning (Owen Nichols) to confirm that they have read and understood this document.

Please note that staff can use Microphones only and not the Camera option if they prefer.

General Guidelines

- i. The Video Function is to be blurred or other background used. This can only be done on the App, not when accessing Teams through the VLE link on the website. Click on the 3 dots during a meeting.
- ii. Staff are to be dressed appropriately as they would when teaching in the classroom. This includes having your lanyard on.
- iii. Staff are to conduct themselves in the same professional manner expected when in the classroom.
- iv. The mic and video function is to be switched off when not needed. Staff are to have clear planning on when to use it and justify that decision. The video and mic are to be used for specific tasks.
- v. To be conducted in a quiet area in your home. Only the teacher is to be heard, so take background noise and household members into consideration.
- vi. Students can still type in questions for staff to answer verbally.
- vii. When sharing your desktop in your teaching, make sure that all emails and sensitive documents are closed to avoid any GDPR breaches.

Student microphones

- i. Students are to only have microphone on when directed by teacher and then switched off afterwards.
- ii. Students should only have microphone on when working in a quiet area with no distracting noise.
- iii. Students are to speak and behave as they would according to the school behaviour policy. Students are to be reminded as such at the beginning of the session.
- iv. Non compliance will result in the teacher muting the students' microphone.

Safeguarding

- i. All lessons using microphone or cameras are to be recorded. Click on the 3 dots and then start recording. This will be saved in the Posts channel for the Team. Only those who are part of the Team will be able to view this recording. These can be viewed by SLT for safeguarding purposes.
- ii. Staff should mute a student if necessary and know how to do this before any meeting starts.
- iii. From September 2020, all students will have the video function on and dressed in school uniform.

STAFF ARE TO FOLLOW SCHOOL SAFEGUARDING POLICY AT ALL TIMES. THIS INCLUDES THE USE OF CPOMS.

This guidance was created in line with guidance from the Department of Education & Merton LA;
<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>



Managing online learning: Roles & Responsibilities

The Governors agree the Remote Teaching and Learning Policy and monitor its implementation through the Curriculum Committee. The governing body receives an annual report from the Senior Leader on its implementation.

Senior Leadership Team: Assistant Head Teacher

- Ensures that Teaching and Learning meets the needs of all learners in KS3, 4&5.
- Feeds into the SDP.
- Monitors and reviews the implementation of Teaching and Learning.
- Supports the Strategic Quality of Education group.
- Provides clear expectations of Teaching and Learning.
- Receives and investigates parental complaints relating to remote Teaching and Learning.
- Maintains an informed overview about the quality of teaching across each key stage and the outcome priorities needed for individual students.
- Consults on agreed organisational matters relating to remote teaching and learning.
- Ensures that statutory curriculum requirements are met.
- Ensures that staff and students are appropriately trained in the use of Remote Learning tools.
- Liaises with HODs and Digital Learning Coordinator on the use of subject specific Apps and Learning tools.

Quality of education Strategy Group

- Acts as a steering group for the half termly Key Stage Teaching & Learning meetings.
- Provides strategic direction in terms of pedagogy, research and best teaching practices.

Heads of Faculty & Department

- Ensure that the curriculum meets the needs of all learners in their subject/s.
- Provide strategic overview for their subjects/s, linked to the School Improvement Plan.
- Review and consult on choice of syllabus at GCSE & Post 16 for their subject.
- Manage, coach & lead their key stage co-ordinators as appropriate.
- Keep abreast of developments in their subject/s, updating SLT as needed, by attending relevant CPD and ensuring that all staff within the Faculty undergo relevant CPD as required.
- Ensure that Schemes of Learning are reviewed, quality assured and delivered appropriately by teaching staff.
- Monitor the standard & quality of teaching & learning in their areas.
- Develop & review annually a cohesive curriculum plan for their subject/s that is challenging, inspiring and accessible to all students.
- Ensure that students' intervention entitlements continue to be met

Heads of Year

- Ensures that the curriculum meets the needs of all learners in their year group.
- Evaluate the impact of strategies used to support teaching and learning through Year Team reviews.
- Monitor the impact of the curriculum on the progress of individuals & specific groups through report cards, interviews, work samples etc.
- Liaise with HODS/HOFS as necessary in supporting individual students & specific groups.
- Monitor the setting of homework for their year group through book & planner sampling.
- Work with AHTs to ensure that students make informed choices about options, courses & Pathways.

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- Liaise with parents/guardians where students need support across subjects.
- Ensure that external providers meet the needs of our students.

Tutors

- Monitor the progress of students in their tutor group.
- Work with HOY to ensure that students make informed choices about options, courses & pathways.
- Liaises with parents/guardians where students need support across subjects.