BRIGHTON GIRLS POLICY
SCHOOL CLOSURE POLICY

Document Control

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1. PURPOSE & APPLICABILITY

This policy provides guidelines for the arrangements that have been made by Brighton Girls' School in the event of a school closure.

2. LIST OF ABBREVIATIONS & MEANINGS

BG   Brighton Girls' School
GDST   Girls' Day School Trust
May / Should   Advisory
Shall / Must   Mandatory

3. GENERAL REQUIREMENTS

In the event of a school closure, the School is committed to providing continuity of education to its students and will do so through a process of remote learning, known by its in-house name as BOOC (Brighton Open Online Classroom). Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and staff are healthy, and able to work as normal from home. This policy does not apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence.

In situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent, tasks will be set on Firefly. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms. For specific information about remote learning for individual students, please see "Section 2. Remote Learning for Individual Students".

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention of school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their daughters from school "as a precaution", against official guidance, in the event of an outbreak of infectious disease.

At the time of writing, the school has not experienced an example of an extended school closure and so this policy is under constant review and may be revised as necessary in light of further experience of remote learning/BOOC and the circumstances around its

necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and staff to participate in remote learning/BOOC, owing to widespread illness, for example.

4. REMOTE LEARNING FOR INDIVIDUAL STUDENTS

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend Brighton Girls in person via Firefly. If this occurs for an individual student, the collation of any paper copies of work and communication with the parent will be coordinated by the student's Head of Section.

Heads of Section will request a suitable range of tasks from the student's subject teachers. These should be set on Firefly but, if there are paper copies of work, the Heads of Section will compile these into a manageable format (e.g. document or email), and send them home to the pupil or parent.

Though every case will have its own specifics, a rough guideline for the frequency of communication between Head of Section and parent would be once per week. Work will only be provided to students in this way if there is an agreed absence lasting more than three working days.

If a significant number of students are absent from school, but the school remains open, the Head will decide whether the method of remote learning operated will take the form outlined here, or outlined in the section "3. Remote Learning in the Event of an Extended School Closure - BOOC" below.

5. REMOTE LEARNING IN THE EVENT OF EXTENDED SCHOOL CLOSURE – BOOC

In the event of an extended school closure, the School will provide continuity of education in the following ways:
    a)   Regular direct instruction from teaching staff, with the ability of students to ask questions in real-time
    b)   The setting of work that students complete, written responses (if relevant) completed either electronically or in "hard copy" in students' exercise books or files
    c)   The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided.

Students and staff are expected to have access to the internet whilst at home but may contact the IT helpdesk if they need help with this; the school recognises that many families may not have home printers and will therefore not require the printing of material.

The primary platforms the school will use to deliver continuity of education are:

> meet.google.com
> https://bhhs.fireflycloud.net/dashboard

Access to both of these platforms is via a student's normal Brighton Girls' log-in; if students have difficulty with logging in, they should contact the school's ICT support.

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and staff to participate in remote learning/BOOC. For shorter closures, for example, teachers may set work on Firefly for submission in person once the school has reopened. For longer closures, teachers would make more use of live sessions and electronic assessment. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

5.1 DIRECT INSTRUCTION – "LIVE SESSIONS"

In the event that the school is closed for a period lasting five working days or more, academic departments will arrange for teaching staff to deliver content in a "live" manner on a regular basis.

Google Meet is a video conferencing tool that is part of the Google Suite. You may know it by its former name: Google Hangouts. It allows for resources to be shared, teachers to provide explanations and instructions, and students to ask questions in "real-time". Students will be provided with details of the schedule across the week on Firefly https://bhhs.fireflycloud.net/student-booc-dashboard, and will be expected to participate in these sessions if they are able to. Live sessions are particularly helpful as they can facilitate communication, with students able to respond to staff questions (and vice versa).

The delivery of direct instruction will not necessarily be from an individual student's current classroom teacher. In order to ensure consistency of delivery and to prevent scheduling issues, it is possible a single member of staff would deliver "live" sessions to a whole year group.

The frequency and length of live sessions will be subject to change, according to the specifics of any school closure and details will be on Firefly:

https://bhhs.fireflycloud.net/student-booc-dashboard

Priority will be given to examination classes: years 10,11,12 and 13.

The school would expect that students "attend" any live sessions that are on offer, and teachers will record the attendance of students for each session to ensure students are accessing live sessions via SIMS.

When not engaged in live sessions, students will be set additional work to complete (see Setting of Tasks below). This is likely to be less work than usual for younger age groups who are less used to working independently for very long stretches of time.

5.2   THE SETTING OF TASKS

Departments will provide work broadly in-line with students' timetables. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to – as much as possible – allow students to progress through schemes of work at the same pace as if they were in school. Naturally, remote learning will require students and teachers to take a different approach to working through content but teachers' tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and students do not fall behind. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home.

In the case of an extended closure, unless there is a good reason not to, tasks will be set for whole cohorts and Heads of Department are encouraged to devise their own methods for planning these. For example, one teacher in the department could take lead responsibility for the weekly tasks for a particular year group, thus ensuring consistency across classes and reducing the amount of duplicate planning. In this instance, though tasks may be the same across different classes, tasks should not all be set at the same time; the timing of the setting of tasks should be set in accordance with students' timetables, so they are not overwhelmed by the volume of work being set at any one time.

If it is not possible for tasks to be set to whole cohorts, perhaps as classes are following different curricula (such as a studying different texts in English, or time periods in History) then the setting of tasks should be done on an individual class basis by teachers. Oversight of this and ensuring consistency between classes will be the responsibility of the relevant Head of Department.

The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Reading and noting new material from a common department textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the department
- Watching a relevant video resource and making notes on it
- Completing a listening exercise (e.g. in languages)
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years
- Working through relevant exercises offered by external providers (e.g. SenecaLearning, HegartyMaths)

Teachers will set tasks through the "Tasks" function on Firefly and it is the responsibility of teachers and students to ensure they know how to use this functionality effectively.

5.3 ASSESSMENT

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning/BOOC, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning/BOOC.

Assessed work will be set using via the Firefly "Tasks" function, regardless of how students' work is eventually submitted, with clear due dates given to students for completion, thereby helping students to organise their time. The "Tasks" function on Firefly allows students to submit work to the teacher before a task can be signed off and, whilst alternative submission methods are permissible (e.g. via school email), this method for the submission of homework should be the default. Regardless of the nature of the method of submission, students and staff should keep accurate records of all work completed, submitted and assessed.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:
- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Using the "Comments" function on a Word document
- Providing feedback directly in the "Tasks" function on Firefly

- · Sending a direct email (or Firefly message) to students with specific feedback / targets
- · Feedback via another website / piece of software (e.g. OneNote, SenecaLearning, HegartyMaths)
- · Recording oral feedback and sharing an audio file with the student

Additional functionality is available in Firefly, if teachers want to create "assignments" for students to complete. These might include, for example, the creation of a tailor-made quiz (containing either multiple choice or extended answers) and teachers are able to use assignments to give feedback within Firefly. There is no obligation to make use of this functionality.

5.4   EXPECTATIONS OF STUDENTS

Assuming that a student is healthy and well enough to work, students will be expected to participate fully in the remote learning process, "attending" relevant live BOOC sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Students will also be expected to read and respond to communication from the school (e.g. an email from a form tutor) on a regular basis.

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online, and the School will give consideration to the practicalities of helping students to catch up once the school reopens.

Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. For example, if tasks are set using Firefly, then they should mark tasks as "done" so teachers can monitor their progress. If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant Head of Department. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's Head of Section.

Teachers will work on the assumption that students are in possession of the full range of books and equipment that they would usually have in school. If advance notice is possible, the school will instruct students to take relevant equipment from their lockers home, or for parents to ensure they have duplicates. The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. Science, Art).

The school expects that parents have internet access at home that would allow their daughter to access remote learning resources. They should contact IT support if necessary.

5.5 EXPECTATIONS OF STAFF

The setting and assessment of remote learning/BOOC tasks will take place in accordance with school and departmental policies. Under normal circumstances, departments take different approaches to the setting and assessment of students' work – for example, the frequency of substantive tasks set, and the regularity of written assessment provided – and departmental policies will be applied in the event of remote learning.

In order that we are providing a consistency of approach, Heads of Department are responsible for overseeing the nature and frequency of tasks set and assessed within their departmental area. All teaching staff should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen.

Departments are responsible for providing constructive feedback to their students in a timely manner. Heads of Department are responsible for overseeing the form and regularity of feedback, and will liaise with the Deputy Head (Academic) to ensure consistency.

Departments are expected to:
- Plan and deliver "live sessions" as instructed by their Head of Department via Google meet
- Respond to reasonable amounts of communication from students, parents and staff
- Plan and set tasks for their students using the "Tasks" functionality in Firefly
- Be able to set and mark assessed work promptly, in-line with school and departmental policies, returning it to students electronically

In order to ensure teachers are able to perform the minimum expectations outlined above, the school will provide training opportunities that staff should access before any planned school closure. Staff should ensure that they have looked through specific instructions, watched walkthroughs, and attended staff training sessions.

If teachers require support with any aspects of remote learning, they are encouraged to consult:
- their Head of Department
- the Assistant Head (Student Engagement,Learning & Innovation)
- IT technicians

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Unless there are extenuating circumstances, staff will be expected to be contactable remotely by colleagues, students and parents. Staff also should ensure their communication with students does not encourage unhelpful work habits. As a guideline, the school would expect staff to respond to any electronic communication within 48 hours. All communication should take place during usual "office hours", with no expectation for colleagues to read or respond to emails after 4pm. For those who are on part-time contracts, communication is expected only on the days on which they would usually work. Heads of Department should bear in mind part-time contracts when allocating departmental responsibilities (e.g. concerning live sessions or the setting of tasks).

Teachers are permitted to communicate with students via the following methods only:
- Email using school email addresses only (both staff and student); please bcc pupilrecords@brightongirls.gdst.net
- Google Meet
- Google docs
- Firefly messaging (which can allow teachers to reply to an entire class)

Communication must always occur via official school channels, and not through personal accounts or other websites or by telephone - except the Pastoral team may find telephone contact with parents of individuals is most appropriate.

5.6   PASTORAL CARE DURING A SCHOOL CLOSURE

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / guardians. However, form tutors (under the guidance of the Pastoral Deputy and Heads of Section) are available for their tutees to contact them (via school email). Form tutors will also contact their tutees on a weekly basis by e- mail to check in with them. They will be expected to pass on feedback to Heads of Section via CPOMS, particularly if there are concerns or a lack of communication.

Heads of Section and the Deputy Head (Pastoral) SENDCO and School Nurse may contact students and parents who require further support, identified on a case-by-case basis.

5.7   SAFEGUARDING DURING A SCHOOL CLOSURE

In the event of a school closure, pupils, parents and staff are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and staff. In that policy, there are specifically prohibited behaviours and reporting obligations to which staff must adhere, whether they are at home, in the community or

at school. Staff continue also to be governed by the Staff Code of Conduct, which encompasses many of the principles and practices set out in the Safeguarding Policy.

Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding team (led by Wendy Fox DSL, w.fox@brightongirls.gdst.net in the Senior School and Nicci Plank n.plank@brightongirls.gdst.net and Nicki Scotcher n.scotcher@brightongirls.gdst.net).

5.8 PUBLIC EXAMINATIONS DURING A SCHOOL CLOSURE

JCQ identifies a "contingency day" each academic year and all public examination students must be available on this date should an examination need to be rescheduled.

Find out more information here: https://www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan

Guidance for schools in the event of widespread national disruption is: in the event of widespread sustained national disruption, the government will communicate with regulators, awarding organisations and centres prior to any announcement. Regulators will provide advice to government departments on the implications for exam timetables. Schools should wait for and follow all guidance carefully.

6. APPENDIX

NIL

7. DOCUMENT HISTORY

Document Title	Document Version	Date of Issue	Updated By	Status
Brighton Girls School Closure Policy	1.0	March 2020	Kate Ashdown/Wendy Fox	Live