



JANUARY 2021

All schools have a duty to provide safe remote education for state funded, school-aged children unable to attend school due to coronavirus (COVID-19). Where a class, group or a small number of pupils need to self-isolate, or local / national restrictions require pupils to remain at home, we are committed to offering immediate remote education in a way that safeguards pupils from harm in a digital world.

As a school community, we will work together to ensure that all learners are able to access an appropriate programme of learning, accessed through the strategic use of high quality live lessons, online and offline resources and teaching videos linked to curriculum plans within school.

Our programme of **Remote Education** is based upon six underlying principles:

1. Ensuring the safety and wellbeing of our students and wider school community.
2. Providing an adapted curriculum that is as powerful and efficient as possible.
3. Providing high quality sequences of lessons incorporating well-taught live lessons, online and offline resources.
4. Providing regular feedback which helps students and teachers monitor progress.
5. Ensuring no child is disadvantaged by a lack of access to remote learning resources and appropriate support.
6. Ensuring our remote education plans do not place unreasonable demands on students, family units or teaching colleagues.

The digital platforms we will use to support remote teaching and learning are:

- ClassCharts
- Microsoft Teams
- School Email (Office 365)
- Other subject-specific online platforms may be used to compliment this core programme of delivery.

Our approach has been carefully considered in relation to pupils' age, stage of development and special educational needs.

Remote teaching and study time each day

Secondary school-aged pupils not working towards formal qualifications this year	<ul style="list-style-type: none"> • 5 x 30 minute Form Time session (live lesson) each week • 5 x 30-40 minute lessons (either live or directed activities) per day • Independent Work: up to 90 minutes of independent work per day as part of assessment / consolidation learning programme • Daily Learning Time = 5 Hours
Secondary school-aged pupils working towards formal qualifications this year	<ul style="list-style-type: none"> • As above with additional revision / homework / non-examined assessment component work as required. • Daily Learning Time = 5+ Hours



Accessing Remote Education

ClassCharts will be used as the central platform for teaching and learning. This is a web-based platform that can be accessed on a wide variety of devices including mobile phones, PCs, iPads and other tablet devices. This can also be accessed by a Parents / Carers App to help monitor work provided by teachers and work subsequently submitted by students.

Live lessons and our Virtual Form Time will be provided via Microsoft TEAMS and led by Pastoral Leaders and Form Tutors on a daily basis.

A programme of remote learning will be provided in line with a student's normal school timetable. Where a live lesson is provided, this will be delivered during the first part of the normal timetabled time. Where a live lesson is not provided, the teacher will still be available remotely (via TEAMS or email) to provide immediate support to the relevant teaching group or provide feedback on work submitted.

School email accounts will be used for specific student queries or for teachers to provide bespoke personalised resources to support learning.

Additional subject-specific websites include:

- Seneca (Humanities, Science)
- Dr Frost (Maths)
- MyOn Reading (Y7-Y9)
- BBC Bitesize (All subjects)
- Oak Academy (All subjects)
- Dr Frost Maths
- Dynamic Learning
- Home Access
- iDEA
- MASSOLIT
- Pearson Active Learn

How will Remote Learning be provided?

Our provision of remote learning will largely be delivered through planned use of a range of digital technologies. These include:

- Live use of TEAMS.
- Recorded lessons taught by school-based teacher; shared via ClassCharts, school email and / or online link.
- Recorded lesson taught by commercial provider e.g. Oak National Academy teacher, shared via ClassCharts, school email and / or online link.
- Online reading programmes including MyOn Reading.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Long-term project work and/or internet research activities.



Other paper-based resources may be shared to support learning. These include:

- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Text books and reading books pupils have at home
- TWINKL or other worksheet-based resources appropriate to the needs of targeted students

Student routines

Our expectations of students accessing a remote learning programme will largely match the expectations of students working within school. These include:

At the start of the day, students are expected to access the live Virtual Tutor Time for each day of isolation / lockdown. This commences at 8.30am and can be accessed via TEAMS. This not only ensures students are able to maintain their PSHE programme but also maintains a school-based routine. Students are also able to maintain regular contact with a member of the school pastoral team during these sessions and raise any issues they may be having with regards to work set, access to ICT resources or bring any general wellbeing or safeguarding issues to the attention of the school.

Where live lessons have been provided, students are expected to access these in line with their normal timetabled lessons. This also helps maintain normal school routines for learning. Live lessons will usually last between 30-40 minutes, with additional independent learning or assessment activities provided by the teacher for the remaining 20-30 minutes.

Students are expected to regularly check for lesson information set on ClassCharts and school email. Teachers are asked to set work at the earliest opportunity in readiness for the timetabled lesson.

Completed work and homework needs to be presented in line with school expectations and submitted via the requested route e.g. ClassCharts submissions, email or in person upon a return to school.

Engagement and feedback

As a school we have identified several key forms of engagement and virtual attendance data that will enable us to monitor the engagement of all students on a daily basis. These include:

- Students to make daily contact with a Teacher / Pastoral Leader via Virtual Tutor Time each day 8.30am – 8.50am. Attendance lists of Virtual Tutor Time will be monitored daily by Pastoral Leaders and Senior Leadership Team (SLT)
- Attendance / non attendance to a live lesson recorded on ClassCharts.
- Daily reports on attendance and engagement (accessed via ClassCharts)
- Phone contact at least once during a period of self-isolation, to conduct a wellbeing check and confirm students are able to access the work set via a suitable online device.
- Monitoring of the work submitted (via the agreed method) by class teachers.
- Photographs of work submitted via school email or ClassCharts to ensure the Teacher is confident that work has been completed.
- Homework submitted on ClassCharts.



Should a concern be raised about a perceived lack of engagement, parents / carers will be made aware via telephone / email communication at the earliest opportunity, followed by;

- The Form Tutor / Pastoral Leader, if it relates to a number of subject areas.
- A member of the Student Behaviour and Welfare Team.
- The Attendance Officer
- A member of SLT

Recognition and reward

Teachers are asked to positively reward engagement in remote learning via the school-wide rewards policy. In such cases parents will be able to see positive rewards points allocated to those students who have engaged in live lessons or submitted work electronically by accessing the Parental ClassCharts App.

Student conduct

Students accessing live lessons are expected to behave in a way appropriate to the online environment. This includes using the chat function for school related matters only and not using the software in a way that disrupts the lesson for others. If students use the software in an inappropriate way, it will be recorded on ClassCharts and contact will be made with home.

Submission of completed work

Work can be submitted via a number of methods:

- Via the submissions function of ClassCharts
- Via email directly to the teacher (actual work document or a photograph of the completed work)
- Via worksheet / exercise book made available to the teacher upon a return to school

Assessments may also be carried out using an appropriate online platform including;

- Live feedback during a lesson using online question and answer (both verbal and through chat function)
- Microsoft Forms / Quiz
- Kahoot
- Dr Frost (Maths)
- Seneca (Science / Humanities)
- MyOn (Reading)
- Other subject-specific platform enabling student feedback

Feedback on learning and progress

Feedback can take many forms and may not always mean extensive written comments for individual students. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods. We will ensure that all students receive regular formative and summative feedback at key points of the programme of study. This will be provided by;

- Live feedback during a live lesson / online chat using TEAMS / direct questioning of students
- Individual communication from the teacher via the submissions reply option in ClassCharts



- Individual communication from the teacher via email
- Self-assessment data provided by an appropriate learning platform
- Direct feedback on work provided upon a return to school

Where appropriate, the assessment approaches used for students studying remotely will remain the same as those working at school. This includes all scheduled summative assessment key pieces or work, end of unit tests and mock exams. These results will be recorded in the agreed way and noted as being completed as part of the remote learning programme.

Upon their return to school, students may submit their work in person to the relevant teachers. In such cases not all work will be forensically marked other than formal assessments. The teacher may, however, check the overall content of the work provided to ensure the student has notes that will support revision, preparation for further assessments of future coursework submission.

Upon a return to school, teachers will ascertain progress made during isolation using a range of assessment tools, including:

- In-lesson, using a suitable Assessment for Learning (AFL) approach.
- In-lesson / homework formative assessment activity
- Exam questions
- Formal assessment of the work completed at home

Access to learning material and ICT based platforms

We recognise that some pupils may not have suitable online access at home. We will use the following approaches to support those pupils to access remote education:

- As a school we have a limited number of laptops available to support those students who may have limited access to their own or a family device. Systems are in place to loan them to identified students.
- School-wide audits have been previously conducted to identify students who may need support with internet or device access. At the point of lockdown or self-isolation this information is used to inform who may need to be provided with access to a loaned device.
- During a full lockdown situation, students struggling to access the varying learning platforms may be invited into school for a day of training, to enable them to successfully resume their studies from home.
- Students / Parents / Carers are asked to contact the school if they need support with printed material, stationary, exercise books and / or text books. We ask that contact is made at the earliest opportunity to enable a swift response and reduce any potential impact on student learning and progress. Materials will be delivered to the family home by a member of staff from the school in line with current COVID risk assessments.

Additional support for pupils with particular needs

We recognise that some pupils, for example pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may present for families, and we will work with parents and carers to support those pupils in the following ways:



- If the student has an identified Key Worker within school, they will maintain their contact throughout the period of self-isolation.
- A member of the Inclusion Team will ensure that work set is accessible both physically (via a remote device) and suitably differentiated.
- If a student is struggling to understand where and how to access the learning material shared on ClassCharts they will be invited into school for a day of ICT training.
- Teaching Assistant support in some live lessons.

Students / Parents / Carers are advised to contact school at the earliest opportunity to raise any concerns they have about access to the remote learning programme. Support will be provided where there is an identified need with regards to specific resources, worksheets, ICT equipment, coloured overlays and live lessons. In such cases resources may be delivered to the student's home.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the remote education provided will likely differ from the approaches used for a full lockdown. This is due to the challenges of teaching pupils both at home and in school.

In such cases, all teachers will submit parallel work on ClassCharts for all students noted as self-isolating. The key difference will be in the number of live lessons provided. Where a whole cohort is self-isolating teachers are expected to provide a live lesson, via TEAMS, at the timetabled time (45 minutes long). If an individual is self-isolating, this is not possible. In these cases teachers will;

- Provide on ClassCharts resources / learning material that will support the student to study this aspect of the curriculum independently.
- Use ICT resources available to them to teach a 'live' lesson alongside their 'real' lesson. Understandably, this approach is not always conducive to all lessons taught.