Remote Learning guide for staff – from September 2020 re-issued April 2021

Version 4

This guidance has been produced in preparation for any future school closure due to COVID-19 and is for all school staff. There is also a guide to Remote Learning for parents/carers and learners. We have reviewed and evaluated our experience of our period of closure in spring/summer 2020 and spring 2021 and are providing this guide in response to DfE guidance, the most recent update to which was released on 24th March 2021 https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice.

In the event of future cases of Covid-19, it is likely we will have 48 hours maximum notice of the need to close the school. We will need to be in a position to switch provision from face to face to remote learning in a short space of time and to use the time available before such a scenario to ensure that planning and logistics are in a place that will ensure any disruption to provision is kept to an absolute minimum.

We are required to base our contingency planning on four tiers:

· **Tier 1** - involves remaining fully open, as the government has been clear that ensuring schools and educational settings remain open should be prioritised over other areas when restrictions are considered.

· **Tier 2** - asks secondary schools to adopt a rota system and further education (FE) college to limit on-site attendance, whilst all other settings, including alternative provision (AP) and special schools, remain fully open.

· **Tier 3** - requires secondary schools and FE colleges to limit on-site attendance to just vulnerable children and young people, the children of critical workers and selected year groups, other settings remain fully open. In the event of tier 3 local restrictions being implemented the Department for Education will issue operational guidance for the affected area that will confirm which year groups should be prioritised.

· **Tier 4** - goes further to limit attendance to just vulnerable children and young people and the children of critical workers at all settings, excluding AP and special schools.

Where there are no local restrictions in place, education provision should continue to remain fully open to all, and these tiers do not apply.

In the event of a tiered closure – our approach in summary

Rota System / Full time provision for priority groups / Attendance

All vulnerable children will have consistent Supervised Remote Learning (SRL) which will operate as a separate bubble in the school – this will be run by YTLs and TAs on a rota basis depending on the tier of closure. SRL will be extended to learners who have not (in January-March 2021) or remain/are not able to engage with remote learning to manage the impact of school closure on each individual.

Should a rote system be necessary, we will operate a 1-week rota allowing time for symptoms to present within the recommended 9-day period. Week 1 will involve Years 10, 11 and post-16 on site and Years 7, 8 and 9 engaging in remote learning. Week 2 will see provision switch. This is unless operational guidance from the DfE requires otherwise or the time of year dictates different priorities.

All staff will be on site each day unless advised to shield or unwell – duties would continue. In week 1, this would mean delivering lessons to Years 10, 11 and post-16 with remote learning provided for learners in Years 7-9. Week 2 would see this reverse.

Attendance and engagement in remote learning is expected – shielding will apply only if resumed in local areas. Normal attendance monitoring will continue with engagement monitored by teaching staff and supported through existing systems.

System of controls

Covid-19 risk assessment applies to all tiers. Guidance on face coverings will be applied/followed.

Limiting risks at home

Families will be advised to follow public health advice while they are scheduled to be at home. Responsibilities of learners and parents/carers are made clear in Remote Learning Guide for parents/learners.

Free School Meals

Edenred or similar voucher scheme will be followed if provided by DfE, if not, Tamar Fresh grocery bundles or canteen-provided bundles will be made available and delivered where/as far as possible, collection options as a last resort.

Section A - Summary

Government guidance

Specific and detailed government guidance is in appendix A below. The guidance covers 3 areas:

- Pupils who are shielding or self-isolating
- Curriculum Expectations
- Contingency planning for outbreaks - Remote education support

There are four key considerations in this planning:

1. Ongoing, high-quality provision for pupils that are shielding or self-isolating
2. High-quality provision for pupils in the event of school closure in line with the 'tiered' approach
3. Edu-care for the children of Key Workers and for vulnerable children and children that have not and/or do not engage with remote learning
4. Pastoral provision and support for learners

Preparing for Remote Learning

We aim for all teachers, support staff, parents/carers and learners to be prepared and resourced to continue teaching and learning from home until it is safe to return to school. We aim as far as possible to maintain the breadth and sequence of the curriculum to minimise disruption to learning and progress. Some sequencing adjustments may be necessary where, for example, the delivery of 'normal' units of work is not possible without learners being in the classroom.

We will set work to as far as possible mirror the weekly curriculum intent broken down into Core, Additional and Extension to ensure differentiation for learners and maximise participation and engagement. **Teachers should plan for live lessons to be no more than 45 minutes long** to allow for students to have a screen break – narrated PowerPoints should provide a similar length of material. Teachers are expected to plan and prepare for each lesson following the Remote T&L Principles outlined below.

If an individual pupil is self-isolating or shielding - Teachers are required to set remote learning to mirror timetabled lessons incorporating materials used in the lesson as well as quality online resources to supplement so that learners in this position are not disadvantaged.

If a year group is self-isolating - Teachers will either deliver live lessons which are delivered live and are recorded and made available for learners or they will prepare high-quality narrated PowerPoints to ensure continuity of teaching and learning.

If a teacher is self-isolating - If a teacher is ill, departments will follow normal staff absence protocol and set appropriate cover work. If a teacher is self-isolating but not showing CV-19 symptoms and is fit to work, they will either deliver live lessons which are recorded and made available for learners or they will prepare high-quality narrated PowerPoints to ensure continuity of teaching and learning.

Section B - What does the DfE guidance say and how are we responding to this?

Specific curriculum guidance, tailoring our approach to DfE guidelines.

The DfE specific curriculum guidance is listed here along with our selected approach.

Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations. Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
Curriculum Intent Organisers will continue to make our planned curriculum clear and any adjustments should be highlighted to learners along with the reason why and the fact that the material will be covered when it is possible to do so. Curriculum resources should follow the curriculum intent and mirror what would have been taking place in school as closely as practical. Curriculum sequencing will continue to be reviewed as part of ongoing evaluation of the whole school curriculum. Subject Leaders are in a position to make adjustments where they judge it appropriate to do so and they will make plans to ensure missed aspects are covered when it is practical to do so.

Give access to high quality remote education resources

In order to maintain the familiarity of school, school staff will deliver weekly learning. This will be either through live lessons that are recorded to be available for learners after the lesson took place or through narrated PPTs that follow the T&L principles found later in this document. The materials used may well be produced by other organisations, but Coombe Dean teaching staff will provide the structure, and support student navigation through what is provided. Work will be communicated and outlined through ClassCharts but the mode of live delivery with be through MS Teams. We have to be mindful that access to live lessons where these are chosen as the method of delivery may not be possible for all learners for a variety of reasons. A recording of the live lesson removes the potential disadvantage to learners in this case. If the live lesson recording is not made available, resources must be provided that allow access to high quality remote education resources.

Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use

We will use Office 365 MS Teams for all learner-teacher interactions and MS PowerPoint/MP4 PPT conversions as the consistent approach. Staff training has been provided during the autumn term 2020 and in the form of video guides provided by staff and available using the internet. Learning sequences will be clearly identified for learners and assessment will take place either using self-marking assessment

opportunities, through interactions on MS teams, using the upload function in ClassCharts or the assignment function in Teams – One Note is another function used by some members of staff. Other methods may well be identified as we develop our knowledge and experience of remote learning.

Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

A stock of stationery will be stored to release for collection by disadvantaged learners in the event of school closure – these resources can also be sent. One colleague will be school-based to ensure that resources can be sent home where necessary and to be able to send printed resources where it is identified these are needed. We will work hard to ensure online access is widespread among our community.

Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

The rota of support staff will divide SEND learners and provide a 'top and tail' approach to weekly learning. SRL contact at least once per week to support maintaining 'connection' with the school will be provided as long as there is space once Key Worker children and vulnerable children are catered for. Specifically for SEND learners, we will ensure a SEND-specific plan with a tailored approach addressing planning for these learners making use of Oak Academy resources where appropriate; provide a SEND parent guide to Remote Learning adapted from whole school advice and guidance; Identify Key Workers for SEN E and K learners and ensure proactive tracking of SEND engagement in Remote Learning through Key Workers with clarity over frequency and nature of contact. There will be SRL provision for SEND learners in line with the provision available for vulnerable learners.

Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
We will set work to mirror the weekly curriculum intent broken down into Core, Additional and Extension to ensure differentiation for learners and maximise participation. Learners will be expected to complete all core activities across their curriculum and then they can choose to explore the additional and extension activities to further deepen their knowledge.

Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
Staff have the option of delivering live lessons using MS teams and making a recording of the lesson available for those who do not access the live lesson. The alternative is that narrated PowerPoints will provide clear explanations of new content and will be delivered by school staff, making use of other resources which can be introduced and embedded as appropriate. PPTs should be provided for lessons to mirror those in a normal week, rather than one long PPT to be worked through over a period of lessons to support learner navigation through the resource. As we develop our expertise in remote learning, other methods of delivery can be explored but they must be consistent in quality with the two main modes of delivery stated.

Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work

Each timetabled lesson, there will be an opportunity for Q&A between learners and <u>this will be facilitated by the class teacher according to the normal timetable</u>. Learner work will be expected to be submitted on at least a fortnightly basis with parents notified when work isn't received and support offered by the class teacher using the **'Remote Learning check'** button – this will be monitored by Year Team Leaders and support deployed by the best placed person to do so such as the tutor, key worker or YTL. Submitted work will be automatically assessed where possible and/or feedback will be used to inform teacher planning and could be provided in writing, in a verbal summary or as a whole-class summary to support learning moving forward.

Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
Assessment will inform the depth of understanding of the delivered content – prior knowledge will be activated as a core feature of the resources provided and interleaving will be a key feature.
Core, Additional and Extension will support catering for all learners.

Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
We will plan a programme that is of equivalent length to the core teaching pupils would receive in school, with opportunities for daily contact with teachers through live lessons, live Q&A and tutor period each day.

Section C - What does the research say about remote learning?

Teaching quality is more important than how lessons are delivered	Our approach enables teachers to select the most effective method to suit their class(es) while maintaining the ability to provide clear explanations, scaffolding and feedback. This flexibility meets the needs of the range of learners and makes learning materials accessible
Different approaches to remote learning suit different types of content and pupils	
Ensuring access to technology is key, especially for disadvantaged pupils	We will continue to work on ensuring our community of learners has access to the materials they need to make progress. An IT survey will be undertaken in September 2020
Peer interactions can provide motivation and improve learning outcomes	We provide the opportunity for learners to interact with their teachers and each other during timetabled lessons as well as an enhanced focus on sharing examples of work to be praised / rewarding and sharing good work
Supporting pupils to work independently can improve learning outcomes	Providing high-quality materials which scaffold independent work and provide for learners who wish to explore further and deeper

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf

Five issues we face with Remote Learning – taken from EEF

Environment: Home school isn't the same as ordinary school, and we will struggle if we try to replicate it, not least because the pupils that we teach will have a range of home contexts.

Structure: Many schools are understandably trying to maintain a degree of consistency and routine by encouraging students to follow the timings of a normal school day. This won't be possible for all pupils, particularly the most vulnerable.

Access to technology: Even if we use technology to try and overcome this reliance on adults at home, some households will have limited internet access or will have fewer devices than number of children.

Planning and teaching: If we are to keep both pupils and parents motivated to engage with work we set, it is important that it feels meaningful and manageable. When time and resources are limited, we need to ensure that this work is as impactful as possible.

Self-regulation: Metacognition and self-regulation will be particularly important when we're not physically with pupils, especially for the most vulnerable. Some children will have very good support at home, and well-developed self-regulation strategies, but others will find it more difficult to adjust to the 'new normal,' and they will need support.

Section D – Allocating, Feedback and Monitoring – The department plan

Where there is flexibility to do so, resources should be deployed in such a way to maintain provision although it is remote and also to deploy resources efficiently.

Departments should have a clear plan in place to support Remote Learning. This can of course be amended following this date, but it should be in place to allow a swift response in the case of school closure.

Subject:					
	The live lesson	The narrated PPT	Assessment	Feedback	Monitoring
	Who delivers live and when	Who provides the narrated PPT	Who provides (the) termly formal assessment	Who provides feedback (the class teacher unless stated otherwise)	Who monitors high-quality resources each week (normally the SL)
Year 7					
Year 8					
Year 9					
Year 10					
Year 11					
Year 12					
Year 13					

Observing and maintaining the quality of feedback during Remote Learning

The following aspects of the school feedback policy are to be maintained during any period of Remote Learning:

1. All student interactions with their work, either independent or guided, continue to be completed in purple pen.
2. 'Dedicated Improvement Time' will be built in to curriculum planning and implementation time and will be used across all curriculum areas to build in time for students to reflect upon and improve their work, interacting with feedback and guiding students in tackling knowledge deficits and misconceptions thus developing the students' understanding of their work in the context of expected progress and curriculum intent.

3. **At least** one formal assessment will continue to take place each term (two half terms) which will be assessed, marks recorded in the agreed departmental format and used to inform targets aimed at moving the student forward. This is supported by continuous assessment through the likes of low stakes quizzing.

4. Formal assessment will be approached in a 3 phase manner (timescale will vary according to available curriculum time and curriculum intent):
   - Phase 1: reflection and preparation (ongoing alongside curriculum implementation)
   - Phase 2: assessment (curriculum impact)
   - Phase 3: feedback, reflection and target-setting

5. The marking of work will take into account a whole-school approach to marking literacy with a focus on **SPaG** – there should be evidence of **SPaG** marking in each exercise book or marked piece of submitted work where appropriate.

The monitoring of the quality of resources that are provided to guide and support Remote Learning is the responsibility of the Subject Leader for each curriculum area. Resources should be provided consistent with the whole-school remote teaching and learning principles. Monitoring should take account of the following:

Work set in ClassCharts (or signposted from Classcharts) to cover appropriate curriculum time limited to 45 minutes per lesson (mirroring 'normal' curriculum time as far as possible) for that week separated into the appropriate number of lessons
Work set in line with agreed subject curriculum intent
Work set provides Core, Additional and Extension opportunities that are clearly set out
Work follows and references the five principles to support home learning – Activate, Explain, Practice, Reflect, Review
Feedback is provided by class teachers

Parents will be provided with this information about expectations:

Remote Learning will comprise of:
A live tutor-led session at the beginning of each day to help start the day
Lessons delivered live using Microsoft Teams or through a resource such as a narrated PowerPoint to deliver the planned curriculum and teaching with 'live' access to the class teacher through Teams for questions at the time when they would usually have their lesson to support with access or discuss learning
Work set using ClassCharts to cover appropriate curriculum time (mirroring 'normal' curriculum time capped at 45 minutes to allow a screen break) for that day/week, provided for each timetabled lesson
Work set in line with agreed subject curriculum intent – we will continue to deliver the material the learners need to know but also check and support their understanding as we go along and make adjustments as necessary
Work set providing **Core, Additional and Extension** opportunities that are clearly set out to provide learners with opportunities to deepen their learning as well as to be clear on the key elements of what they need to do if they are struggling
Work that follows and references the five principles to support home learning – **Activate, Explain, Practice, Reflect, Review**
Feedback provided by class teachers on the work submitted – this will take different forms, for example individual, whole class, verbal, test scores, automatic and adjustments to planning
Pastoral support from tutors and members of the support staff team for all learners, particularly where engagement is a challenge and SEND learners in particular to support learner wellbeing

Section E - Remote teaching and learning principles and examples to inspire and guide you

As teachers, we always want to do what's best for the children we teach, so when we are thrown into any unusual situation, our instinct is to find ways of helping them achieve just as well as they would have done in normal circumstances. We have to accept that in this situation, we can't do everything we'd like to do, and nor can our pupils. But we can still look to research to see how it might help us.

Five principles to support home learning, published by the EEF:

Activate: What we learn depends on what we know already, and it's important to get students thinking about prior knowledge that will help them with their next steps. This could be as straightforward as reminding them of relevant vocabulary, or you might want to prompt them to remember as much as they can about a previous topic. You could point them to a relevant video or ask them to complete a short quiz (either auto- or self-marked).

Explain: An integral aspect of any learning sequence will be explanations. A powerful way of doing this is to model your thinking, by focusing on the thought processes behind decisions you make, as well as teaching the strategy itself. Broadly, try to keep the amount of new information in each session to a minimum, progressing through explanations using small steps. If you are making your own videos, emphasise explanations for each step in a process, whilst providing additional prompts or scaffolds for online resources. For those who attended the online CPD, remember the importance of 'pause points'. Frequently pause and get students doing an activity.

Practice: Our ultimate aim is that our pupils will be able to work independently, but they will need sufficient scaffolding and guidance to get there. As you plan any learning sequence, keep in mind how children will progress from being fully supported to being fully independent, bearing in mind that this is unlikely to occur within a single session. Give partial prompts for questions, which are reduced each time, or encourage children to use traditional frameworks, such as knowledge organisers, essay prompts, bookmarks, structure strips or model answers.

Reflect: An important aspect of self-regulation is reflecting on what you have done and using this to inform what you'll do in future. You can encourage pupils to do this with targeted questions and prompts. If students submit work (either self-marked or to be marked by you) try feeding back to the group as a whole, picking up on key learning points that arose, but including prompts for self-evaluation throughout. Alternatively, you could compile short quizzes for pupils to complete after activities, which support them to think about what they've learned and what they found tricky.

Review: Reviewing previous work, and retrieving key ideas from memory, aids long-term retention, particularly if this happens once you've started to forget what you've learned. You could use short online quizzes for this, incorporating questions from previous topics, as well as more recent ideas. Or, ask pupils to write down everything they can remember about a previous topic, with a follow-up activity to correct anything that was wrong. The important thing here is that this is done from memory in the first instance, with resources used afterwards, as it's the retrieval process itself that strengthens long-term memory.

Motivation is an important aspect of self-regulation so, once you've set tasks, try and show pupils why they matter. Where do they fit with what they've done before and what's coming up? How will today's work help them? Set concrete goals with clear success criteria, so they know what they're doing is worth it.

Here is the link to the ResearchEd Oak Academy talk that explains the lessons learned from teaching in lockdown:

https://www.youtube.com/watch?v=s6boty5PGT0&feature=youtu.be

We must accept that home school isn't school, and some children will find it much harder to learn at home than others. But if we follow some key principles for teaching and learning, using these as we adapt to any 'new normal,' we can be more hopeful that the work we set can support them more effectively.

https://educationendowmentfoundation.org.uk/news/blog-what-learning-should-we-be-promoting-for-home-during-school-closures/

Achieving consistency means eliminating variation and that in turn involves identifying the non-negotiables, i.e. aspects of teaching and learning that have been identified as essential to raising performance and achievement. In very broad terms, high-performing schools are schools with the lowest levels of variation, i.e. the highest levels of consistently outstanding practice. The leadership of subject or phase teaching has to start and end with the issue of consistency and variation. - Improving the impact of teachers on pupil achievement in the UK – Sutton Trust 2011

Achieving Consistency with Remote Learning

We wish our pupils to receive their work in a consistent fashion and for their tasks to follow a consistent pattern which we know benefits remote learning. Therefore we ask that:

1. All work should be assigned on the timetabled day in Classcharts with clear instructions that the tasks set are for that lesson that day (but could of course be accessed at another time if needed) with a submission deadline set for the end of the following timetable week to allow students to access materials after the lesson as individual circumstances dictate:

Spring 2 Week 2 Remote Learning Friday 5th March

Issued: 3/5/2021 | Due: 4/1/2021

| SUBMISSION | COPY TO LESSON |

Hello Year 11s

This English lesson's narrated PowerPoint is attached. The work will remain on ClassCharts until the end of term, but you should aim to follow your normal school timetable and to therefore **complete this lesson on Friday 5th March period 4**.

Essentially we are reading *Macbeth* again today and reading/ understanding the summaries/ analyses of Act Three.

Remember: you don't have to complete this work on your own- you could join the Teams meeting calendared and take part in the live lesson as you normally would.

Any problems or concerns, please do make contact.

Mrs Granville

Friday 5th March CG.pptx

Note:

- The expiry date for the materials should be set at the last Friday of the term break following the date the work was set. It may be that you are teaching live lessons but there will still need to be a provision for those pupils who do not attend live.
- Ensure you are setting work which covers the week's allocation but with a typical lesson lasting 45 minutes to allow for a screen break
- Remember that setting Core, Additional and Extension work is required particularly for those accessing the work on their own

2. Narrated instructions are clear, encouraging and offer enough pause points for pupils to carry out activities.
3. Work set follows the pattern of **Activate – Explain – Practice – Reflect – Review**. Examples of this structure can be found on the One Drive – https://coombedean-my.sharepoint.com/:f:/g/personal/cgranville_coombedean_co_uk/Ek_VKEJ5paNMix3G6wHp2OcB17sQF4mXJyG82ynOHMFAmg?e=aWFp0G

More recent Samples of Remote Lessons:

https://coombedean-my.sharepoint.com/:f:/g/personal/khill_coombedean_co_uk/EgYKQ6B8dI1Kg-Hx4aesoCIBKRsQb3qLpcCuHrvmLjNpUw?e=uCLXzh

4. **Core – Additional – Extension** tasks are made clear to pupils. Through the narration, you must also explain that pupils can stop after the Core work or they can choose to further their understanding by completing the Additional and the Extension.

Section F – 'How to' guides for staff:

Please visit this You Tube channel where a member of staff at Hele's has posted various clips on how to set up on Teams should you need reminding:

https://www.youtube.com/playlist?list=PLd3cQSa4zSeZlegDPZUA-AXpgTqs-rXHD

Each lesson will have live elements and all teachers have had access to professional development to enable confidence and effectiveness with the process. In the event of a lockdown teachers who are unable to provide remote learning from home will have access to their classroom at school which can be opened for them to enable remote learning to continue.

How to Guides & Step by Steps:

➔ **How to schedule a live lesson**

Visit your calendar on MS Teams. Select the time of your lesson. A new window will open:

- Fill in the details of the lesson, reminding students to join with the Mics and Cameras off. They can turn them back on if required. For required attendees type in *@classcode* then select your class.
- When you are ready to host the live lesson click on the meeting has now been created and click join. You can now call students to start the lesson.

- When in the lesson you can share Powerpoints using this button Make sure the PPTs are already open before you start the lesson (for ease). You can also blur or block out backgrounds by clicking here: and then selecting

2. Using Live chat function

- Select the speech bubble icon Ask students to post Questions. You can respond but typing or talking through the answers.
- Please also refer to the CPD channel on the Staff Sharepoint Site where all Teams training/ videos/ blogs/ websites etc have been maintained: