

REMOTE LEARNING CONTINGENCY POLICY (NOVEMBER 2020 V2)

The Chantry School is committed to providing continuous education for its pupils. Remote Learning¹ may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the event of a partial or full school closure.

The aims of this policy are to:

- To outline procedures and practice to ensure consistency in the approach to remote learning for pupils who are in self-isolation, and are otherwise fit and healthy, to continue with their normal school timetable,
- To outline procedures and practice to ensure consistency in the approach to remote learning for staff who are in self-isolation, and are otherwise fit and healthy, to continue with their normal school timetable.
- Establish the expectations for all members of the school community with regards to remote learning, especially in the event of partial or full school closure

The DfE expect schools to develop remote education so that it is **integrated into school curriculum planning**. Therefore, as a school we are mandated to provide learning and ensure any pupils educated at home for some of the time are given the support they need to **master the curriculum and so make good progress**. There is an expectation that remote education, where needed, is **high quality and aligns as closely as possible with in school provision** and, as the situation continues we continue to **build our** capability to educate pupils remotely.

We believe it is essential to ensure all our pupils, whether self-isolating or instructed to remain home, can access and engage with the planned age-related curriculum and experience high quality learning experiences. We want to maintain our culture of high expectations where all pupils can thrive and achieve their individual potential. It is our intention, should any pupils self-isolate, they can transition smoothly back into a classroom having followed the same curriculum sequence as their peers in school.

In the event of pupils self-isolating or year groups being instructed to remain at home, we want to create a seamless continuity between face to face and remote education ensuring all pupils have equal opportunities and no pupil is disadvantaged through missing essential acquisition of knowledge and skills. Also, it is anticipated in establishing a clear unified approach to remote and face to face learning, it will alleviate the pressure on teachers as they are able to adapt to instances of pupil absence.

KEY POINTS OF DFE GUIDANCE ON REMOTE EDUCATION:

- 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
- Select the **online tools** that will be consistently used across the school in order to allow **interaction, assessment and feedback**
- Provide **printed resources**, such as textbooks and workbooks, for pupils who do not have suitable online access

¹ Remote Learning refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that normal lessons are unable to be delivered 'face to face' as normal in the classroom

- 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. c
- Set assignments so that **pupils have meaningful and ambitious work each day** in a number of different subjects
- **Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos**
- 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**
- Schools to avoid an **over-reliance on long-term projects or internet research activities**.

THE CHANTRY SCHOOL PRINCIPLES:

Curricular alignment: remote plans follow precisely, where possible, the same sequence as face-to-face enactment of the curriculum.

High quality resources that are equitable with those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps. This includes the use of videos and nationally produced resources such as the Oak Academy resources, BBC Learning Zone or other subject specific online resources

Feedback and assessment of learning should remain regular, in line with normal curriculum expectations.

The key principles of remote learning follow our charter for high quality provision² because the fundamentals of teaching a remote lesson are the same as teaching a classroom lesson and should include the components of: quality sequential planning with a clear purpose and direction, clarity of explanation, the learning to be chunked and scaffolded, supported by guided practice with the opportunity to practice independently with timely feedback.

At The Chantry School, we have adopted the EEF's recommended framework of: **Activate, Explain, Practise, Reflect and Review** for both face to face and remote learning so we can engender pupils' ability to become self-regulated and autonomous learners. We want to ensure that our practice is replicated both in the school and at home, so pupils become confident with our expectations. It will give them opportunity to practise what has been modelled for them in the classroom.

SELF-ISOLATING PUPILS (OR WORKING FROM HOME³) ARE EXPECTED TO:

- Follow their normal four-week timetable and should retain structure and routine to their normal school day although they do not have to participate in tutor time,
- Complete all work to the best of his/her ability,
- Pupils will be expected to join a live lesson via MS TEAMS; an invite will be sent to pupils as appropriate,
- All resources will be accessible on MS TEAMS, or emailed to the pupil in advance,
- Resources will support guided and independent learning opportunities, and will normally include either a powerpoint, worksheet or booklet,

² Appendix 1. The Chantry School Teaching and Learning Charter

³ We will inform parents/pupils which week of the timetable we are following.

- Complete all set work and hand in work to the teacher in the agreed format eg upload, photograph etc,
- Pupils can email staff, but they should not expect a response beyond 5pm Monday- Friday, nor at the weekend,
- Refer to the Pupil Acceptable IT use policy⁴

TEACHERS SETTING WORK FOR SELF ISOLATING PUPILS ARE EXPECTED TO:

- Set work for pupils on the 1st day of absence, if related to corona virus (awaiting test results or self-isolating) and pupils are well enough to work. The Attendance Officer (Angela Pearce), will inform teachers at the end of her working day which pupils require work for the following day.
- Provide work aligned to the current programme of study and daily timetable. This can be prepared and adapted according to the nature of the subject (eg music, PE etc)
- The work can be sent via TEAMS with clear instructions (the proforma can be used, but at this stage it isn't mandatory). Alternatively, pupils can be invited to join TEAMS for parts of the lesson.
- Where possible, pupils can interact in the lesson, but it is acceptable for pupils to just be 'present' and listening, completing the other tasks independently.
- If pupils do not complete work, or it is substandard, then teachers should set a new deadline. If pupils still don't complete, inform HoY. HoY will arrange time for pupils to complete work after school: mandatory catch up section.
- **IF A PSHE lesson, HoY will take responsibility for arranging, but will inform Form tutors to attach to Tutor group in TEAMS. Form Tutors might decide to livestream.**

SELF-ISOLATING TEACHERS ARE EXPECTED TO:

- If teachers are in self-isolation, but are otherwise fit and healthy to work, teachers should be available during the normal school working day, including scheduled meetings on the calendar,
- Work should be set a day in advance and shared with the Head of Department (or appropriate colleague) and sent to the staffabsence@chantryschool.com email.
- It is important to continue following the programme of study identified, and this can be done in one of several ways: set lessons with clear instructions, aided by resources and ppt (this could include audio), or 'live stream' into the classroom, contacting the cover teacher via TEAMS.
- Isolating Teachers do have the option to live broadcast from home. If colleagues want to do this, they will call the 'cover teacher' via TEAMS

IN THE EVENT OF PARTIAL OR FULL CLOSURE, AND PLANNING FOR REMOTE LEARNING, TEACHERS ARE EXPECTED TO:

- Be available during the normal school working day, including scheduled meetings on the calendar,
- If teachers are in school, but a year group has been sent home, teachers will be available during the timetabled lessons,
- In this event, teachers should be available at the start of the lesson, and at appropriate times throughout the lesson, but there is no expectation that teachers are on line for the whole session, unless they choose to be,

⁴ Appendix 2

- Upload teaching materials and lesson to TEAMS by agreed date and time (to be decided but probably Thursday 12.30),
- Use the school proforma and fill it in with clear instructions, referenced relevant resources, individual learning activities, estimated time, outcome of learning activity and whether it should be submitted,
- Ensure the PowerPoint is clearly labelled and the message on first slide has the title of the topic and lesson number,
- Give clear success criteria/focus of the lesson at the start of the lesson,
- Make explicit the key vocabulary,
- A review of prior learning,
- Give timings of activities, bearing in mind it often takes pupils longer to complete activities independently. Teachers should gauge timings and adapt where necessary,
- Ensure clarity of instructions for all stages of the lesson,
- Adapt Powerpoints with audio recordings or videos with clear explanations,
- Include opportunity for guided practice and scaffolding before having an opportunity to put their learning into practice,
- Ensure work is differentiated either by resource, scaffolding or further extension work,
- Include a balance between online and offline learning,
- In line with the school feedback policy, give timely and relevant feedback might be given in a variety of ways: whole class, individual and/or targeted groups via TEAMS or email,
- Schedule, where appropriate, live TEAMS sessions at the time pupils would normally have a lesson,
- Encourage regular class interaction through TEAMS channels and commence each week with a weekly message to their class.
- As much as possible, give rewards and praise to pupils.
- Teachers should refer to the Safeguarding and E Safety protocols for online Teaching⁵

FEEDBACK

In the event of partial closure or rotas being introduced, communication to parents will be sent about our feedback approach:

Feedback for each subject will be at timely and appropriate intervals throughout the cycle of lessons; it will be as closely aligned to normal practice, if school was operating as normal. All departments have a variety of tasks identified in their schemes of work to inform them about what pupils understand, or any misconceptions that may have happened. This informs teacher's future planning. Feedback happens in a variety of ways: individual feedback via TEAMS, Pre written Assignment Rubric criteria, whole class feedback, via a range of online platforms (including Quizlet, Kahoots, Forms etc). Increasingly, teachers are doing live lessons, thus this replicates the ongoing feedback that pupils would experience in the classroom.

HEADS OF DEPARTMENT ARE EXPECTED TO:

- In the event of a group of pupils self-isolating, Heads of Department should liaise with the class teacher that relevant work is provided and inform the Deputy Headteacher. A completion date will be provided in the first instance.

⁵ Appendix 3

- Provide a clear curriculum plan for teachers to adapt, identifying key marking tasks for each year.
- Ensure there is consistency of content and quality planning across teachers within the department,
- Regularly check the quality of work and feedback provided by colleagues
- Provide support to colleagues in their teams to ensure they can manage their workload. Seek advice and support where needed.

THE PASTORAL SUPPORT TEAM ARE EXPECTED TO:

- Identify who would benefit from an early contact (eg first day of isolation). Details of phone call should be recorded on sheet and saved in relevant year folder in pastoral.
- Attendance office to send relevant email and parental SWAY advice
- HoY should arrange a 20-minute tutorial for isolating pupils midway through their isolating period. Pupils should be informed. HoY will do it if a group of pupils are isolating. Form Tutors will arrange if a whole year group.
- If large groups/whole year group, HoY to do completion of work check. Teachers are to set new deadlines. HoY will arrange after school sessions to complete work if still outstanding. Teachers should inform HoY.
- Praise email for those who do well during period of self-isolation.

THE LEARNING SUPPORT TEAM ARE EXPECTED TO:

- Modify, adapt and reduce work for those who receive significant SEN support in school. This may include reducing the subjects provided, printing and sending work home and/or providing alternative work
- Connect with parents/pupils who receive SEN support during the normal school day and see how they are coping with remote learning.

PARENTS ARE EXPECTED TO:

- Ensure their child has an appropriate place to work,
- Ensure that the normal school day is followed as much as possible,
- Check the set work is completed and submitted to the best of the child's ability and on time
- Reinforce online protocols
- Contact the subject teacher, tutor or Head of Year if there are any concerns

Linked documents:

- Tier 2 planning document
- Safeguarding Policy 2020
- Pupil/Staff IT Acceptable Use Policy 2020
- Weekly routines for staff
- Routines for Self Isolating pupils (Staffshared/1.Isolating pupils Covid 19)