

SCHOOL CLOSURE REMOTE LEARNING POLICY (FEBRUARY 2021)

This policy applies when there is a period of national lockdown and only critical worker and vulnerable pupils should attend school.

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**

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

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

Our lessons are a blend of synchronous and asynchronous learning because we are mindful of the time pupils spend in front of a screen. However, the majority of lessons will start with a live exposition with regular check ins throughout the lesson. Routines are established whereby pupils will submit something to demonstrate their learning and completion of the work set. We have continued to adopt our practice in light of the most recent research from the EEF:

- Ensuring access to technology is key, particularly for disadvantaged pupils
- Teaching quality is more important than how lessons are delivered: with a particular focus on explanation, questioning, scaffolding and modelling,
- Peer interactions can provide motivation and improve learning outcomes, so we plan opportunities for this in the classroom
- Supporting pupils to work independently can improve learning outcomes,
- Different approaches to remote learning suit different types of content and pupils.

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

² Appendix 1. The Chantry School Teaching and Learning Charter

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.

We are following our full timetable and providing the appropriate range of subjects pupils would normally experience in school. This equates to **5 hours** of teaching every day, including PSHE every other week and two live tutor sessions to ensure wellbeing and connectivity. A range of PE activities are available on the school website, if pupils should wish to engage in physical activity.

LIVE TUTOR SESSIONS (TWICE A WEEK)

The purpose of live tutor sessions is to maintain a connection with the Form group and Tutor. On a Tuesday the focus for the time online is to check-in with the tutor, resolve any issues such as not being able to access an assignment. Sometimes there will be information to share with the tutor group such as the details of wellbeing Wednesday afternoons or deadline reminders. The published tutor activities programme can continue to be led by Tutors. Friday Tutor time can involve quizzes, feeding their experiences from out of school - sharing their snow photos for example. Pupils can discuss topics and current affairs from Newsround, LORIC can be a good use of time during Friday Form time - updating challenges and sharing ideas and successes.

PUPILS WORKING FROM HOME ARE EXPECTED TO:

- Follow their normal four-week timetable and should retain structure and routine to their normal school day, including 2 live tutor sessions per week,
- Complete all work to the best of his/her ability, and engage in online lessons where possible,
- 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,
- Use the resources which will support guided and independent learning opportunities, and will normally include either a powerpoint, worksheet or booklet,
- 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 policy³

TEACHERS SETTING WORK FOR PUPILS WORKING AT HOME ARE EXPECTED TO:

- Be available during the normal school working day, including scheduled meetings on the calendar,
- 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,
- 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)
- When planning lessons using the EEF's **Activate, Explain, Practise, Reflect and Review** , where appropriate

³ Appendix 2

- 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.
- 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 Teaching⁴
- 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 pupils still continue to not submit work, they should notify HoY/parent via our monitoring system.
- Teachers should find every opportunity to praise pupils for the effort and contribution.
- ***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

⁴ Appendix 3

FEEDBACK

In the event of full, 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 school closure, 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.
- 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.
- Ensure all formative and summative assessments are completed as agreed.

THE PASTORAL SUPPORT TEAM ARE EXPECTED TO:

- In the event of school closure, HoY will ensure quality live tutor sessions are planned for scheduled and delivered, through collaborative planning and quality assurance,
- HoY, during school closure will closely monitor the engagement of pupils during remote learning and liaise with tutors about contact and intervention.
- HoY may decide to bring pupils into school as they are becoming 'vulnerable'
- The pastoral support team will coordinate the 'chasing of' of pupils not engaging in lessons, or non attendance to tutor sessions.
- 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 TUTOR IS EXPECTED TO (IN THE EVENT OF SCHOOL CLOSURE):

- Attend Tuesday briefing for clarity with tutor time
- Schedule the live sessions for Tuesday/Friday by Monday of that week at the latest
- Record live sessions
- Encourage participation via Teams messages
- Monitor attendance via downloaded attendance or insights, make contact where appropriate
- Using the lesson monitoring sheet, contact parents for those pupils with three or more subject concerns,

- Inform HoY of concerns
- Choose and deliver meaningful content from the menu provided by HoY or own planning

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
- The Chantry School Pastoral Support plan for school closure
- Routines for Self Isolating pupils (Staffshared/1.Isolating pupils Covid 19)