



Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

Remote Learning - School Policy 12a

This policy was initially seen by Governors on 7th October 2020.

The Governors' Committee responsible for this policy is the Curriculum, Teaching and Learning Committee.

The person in school who prepares the text of the policy for the Governors is the Headteacher. It will next be reviewed towards the end of the academic year 2020-21, or sooner, if necessary.

Introduction

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

Situations where this may apply include:

- An extended period of full or part school closure
- Pupils unable to attend school due to a period of advised self-isolation but who otherwise remain well enough to complete their learning
- A pupil who is absent from school for pre-agreed reasons
- Pupil exclusion

Rationale of this policy

Archbishop Tenison's C E High School is committed to providing continuity of education for its pupils in the event of an extended school closure. We will endeavour to provide continued learning for our pupils during any period of closure in the following ways:

- The provision of relevant, developmental written work for each subject area and each year group which enables pupils to make continued progress
- Regular, instruction from staff, with the ability for pupils to ask questions of their teachers
- The opportunity for pupils to have their work assessed by their teachers and receive feedback
- Work will be set, submitted for assessment and assessed through Microsoft Teams with the additional use of Show My Homework (as this remains available to the school for 2020-21). Work should be written on Teams, unless stated otherwise.
- Microsoft Teams is a collaborative platform which allows for real-time communication and sharing of resources between teachers and their classes. Every member of the school community has been set up on Teams and pre-registered to each of their classes. There is no expectation for staff or pupils necessarily to use the live video aspect of Teams, though the software has this functionality should colleagues wish to use it.

Responsibility for remote learning is shared:

Governors set the policy and take advice from the Headteacher, Senior Leaders, Heads of Department and Heads of Year about how this responsibility is best fulfilled.

The Headteacher has overall responsibility for ensuring that the policy is correctly designed and implemented. The **Deputy Headteacher** with responsibility for the timetable ensures that an appropriate timetable for remote learning in each year group is written. **The Assistant Headteacher (Curriculum)** oversees and coordinates the work of Departments for fulfilling their part of this timetable. All members of the Senior Leadership Team support this in their work as SLT Links for particular departments.

Heads of Department ensure that all the teaching in their subject (areas) is carried out and appropriate assignments set and assessed. **Subject teachers** plan and provide teaching, and set and mark work, for their classes.

Heads of Year have a pastoral oversight of their year group, their engagement with the teaching offered and work set. **Form Tutors** monitor the participation and progress of pupils within their Form Group, maintaining regular contact with them, as the situation requires.

All members of staff are involved in supporting the provision of a remote curriculum, as their normal role is adapted for this.

Pupils and pupils are expected to access the teaching offered and complete the work set at the specified times. They should also know how to contact members of staff when they have difficulty doing this. Remote learning only works when pupils are able to work to some extent independently. The school offers individual support to those pupils whose educational needs prevent them from doing this for themselves.

Parents and carers have an important part to play in making remote learning feasible, through their active partnership with the school and through maintaining good two-way communication when a normal school day cannot operate.

Principles

1. Short-Term Closure

For short-term closures (up to five working days), departments will set one task for each year group in each subject and will be designed to last an equivalent amount of time as that subject's lessons and homework times during one calendar week. The pages containing these tasks will become live in the event that a school closure is announced, and pupils and parents will be notified of this by email; this will give the school the opportunity to get more a substantial programme of teaching ready, if this is needed.

2. Longer-Term Closure

In the event that the school is closed for longer than 5 working days, a timetable of live lessons will be communicated home and delivered on the Teams platform. Classwork will be set via Teams using the assignment function and homework set to the school's homework timetable via Show My Homework in the first instance, but may move to Microsoft Teams functions once these become the norm.

During any period of closure, there will be:

3. Live Sessions

KS3 provision: Live sessions will be a blend of live events (40 minutes) and live virtual classes (20 minutes) using pre-existing class teams. These will be timetabled and sent out weekly to parents/carers with relevant links and timings.

Live events will be in the form of a 40-minute lecture to deliver information necessary to make progress and complete classwork and homework set. These can be delivered to entire year groups or merged class groups, therefore making it possible for this work to be shared within or across departmental teams.

Live events will be delivered initially by two members of staff (presenter and producer) and will be recorded and posted on relevant classes catch up tabs to be viewed later if needed. The Q & A function will be turned on (monitored by the producer) where pupils can pose questions regarding the lesson going on. Pupils are expected to complete these lessons within a prescribed time frame. Classwork and homework will be set and will be required to be submitted either through Teams or SMHW. Pupils can pose questions and contact the teacher through the Teams class page at any time after the live event for assistance. Classwork and homework will be set direct to class groups by their class teacher.

Live class sessions will be in the form of a 20-minute tutorial with the class teacher through the class meeting function. These sessions allow for assessment, questions and answers and discussion based around the live event. These must be recorded and posted on the appropriate class team tab. These may be either before or after the work is submitted, depending on the focus in that subject.

KS4 provision: where possible classes will be collapsed for 40 minute Live Events (as above with KS3) and then followed up with the 20 minute class meeting sessions. Where it is not suitable for some subjects e.g. they only have one teaching group and the class size permits, the full 60 minutes contact time can be delivered through a class meeting. It may be that this is not sufficient time for an examination group, in which case there is the option of adding further classwork and homework to make up for the missed contact time. Departments have to balance the amount of time needed to prepare high quality "live" lessons with the need for pupils to cover all the required topics effectively.

KS5 provision: due to class sizes and the maturity of KS5 pupils, it is more suitable to carry out live lessons using the live meeting function. For a group which normally meets the class teacher five times per week, the expectation would be for three sessions per week. The sessions should last 40 minutes per session. We also recognise that some teaching staff only teach Sixth Form classes and therefore may have capacity for all the normal sessions in a week, particularly where this is shared between two teachers.

For all: there is no expectation for staff or pupils necessarily to broadcast video using Teams, though the software has this functionality should some colleagues wish to use it.

4. Assessment and Feedback

Work should be submitted to class teachers via Microsoft Teams or SMHW (as outlined by the teacher on SMHW for homework and class teams for classwork). Teachers will assess the work and return it to pupils with feedback attached in a timely fashion.

5. Expectations of pupils and pupils_

Unless they are unwell and not able to work – and normal registration is expected to be possible with Form Tutors at the start of each day - pupils are expected to:

- Attend all lessons whether at the time of broadcast or to review the recording by a prescribed date.
- Where pupils are not able to attend live e.g. siblings sharing a device, priority should be given to attending class meetings in real time.
- Complete all work set and submit by the deadline for feedback
- Check communication on class teams regularly
- Uphold the same standards of conduct and behaviour during live online lessons and events as they would be expected to in school. This includes but is not limited to:
- Ensuring appropriate language is used in Teams comments or emails, and that any comment is on-topic and relevant to the task in hand.
- Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.

6. Expectations of Staff

Unless they are unwell (with the normal processes followed for notifying the school of this), staff are expected to:

- Send information regarding their live event of class session, including the link to the Meeting or Event on Teams so this can be communicated home to parents/carers and pupils.
- Links to live events and class meetings should be posted on all relevant class teams pages.
- Ensure that work is set and made available in a timely manner, and that sufficient resources are made available to pupils via electronic means to allow them to carry out this work at home. Where textbooks are not available online, staff should scan relevant pages and share them with pupils along with the resources for that week's lessons.
- Heads of Departments are responsible for the setting (or delegation) of whole-year-group tasks and live events for Years 7-9; individual class teachers are responsible for lessons for their classes in Years 10, 11, 12 and 13. Additionally, Heads of Departments are required to maintain oversight of the appropriateness and quality of the work set across their Department.
- Be familiar with the use Microsoft Teams, and be available online through Teams at the times set out in the remote learning timetable.
- To respond to written student queries on Teams regularly by checking class Teams pages.
- To set, assess and return work to pupils in a timely manner by electronic means.

Heads of Departments are required to liaise with their Departmental staff through regular (at least weekly) contact to ensure that:

- Sufficient work is being set to cover ongoing periods of closure
- Pupils causing concern through a lack of engagement with live lessons and events or assignments requiring submission are flagged with the relevant Head of Department on a weekly basis. Form Tutors and Heads of Year will follow up individuals where this is occurring across a number of subjects.

Any online contact between pupils and staff must only take place through official school channels, i.e. a school email address only.

- No personal email addresses should be used by either staff or pupils
- Microsoft Teams

7. Individual Remote Learning

This applies in situations where school remains open and working as normal, but an individual student is unable to attend lessons as normal but is otherwise well and able to work, e.g. an absence that has been authorised by the school in advance.

The school will provide the following, coordinated by HUD.

Subject teachers provide a suitable task or tasks and will share these with parents via an appropriate means e.g. email. If an absence of this sort continues for more than one week, additional work should be requested and provided on a weekly basis until the student is able to return to school.

8. Tutor time

There will be a regular checking in with Form Tutors at the start of each day, as well as for provision of the Tutorial programme and what would normally be part of Personal and Social Development.

9. Assemblies

These can be provided virtually through Microsoft Stream. A short daily assembly can form part of the short meeting with Form Tutors before the timetabled lessons begin.

Review, monitoring and evaluation of this policy will happen both immediately and over a longer period of time. As and when it has to be implemented, as it is likely that there will be several practical problems to solve. Once there has been time for us to settle into a routine, there will be the opportunity to take more of a reflective view of how well the policy is working for both staff and pupils and pupils.

This review will be done informally within Departmental Teams and by SLT Links in the first instance. Data will be collected about pupil and student participation and progress as this becomes available. The normal meeting structure will be used to keep a close overview of how this is developing. A periodic survey of pupils and parents will also be conducted, so that we can know what their experience is. The Governors' Curriculum, Teaching and Learning Committee will be kept informed and therefore able to raise questions or pose challenges to the school, as needed.