Kingsway Park
HIGH SCHOOL

Remote Learning Policy

Issue Date: January 2022
Review Date: January 2023

<u>Strategy:</u>

If we must respond to an instruction to enter Tier 2, our strategy is as follows:

- Year 7 to always remain in school
- Year 11 to always remain in school
- Year 8/9 would be on 1st rota together
- Year 10 on 2nd rota
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Week	Year groups out on rota- remote learning	Year groups in school
1	Y8 & Y9	Y7, Y10, Y11
2	Y8 & Y9	Y7, Y10, Y11
3	Y10	Y7, Y8, Y9, 11
4	Y10	Y7, Y8, Y9, 11
Repeat from week 1 UNLESS Tier 2 ends		

- **Vulnerable children and children of critical workers** in Y8, Y9, Y10 will be identified and will remain in school. They will continue to receive a high-quality full-time education by following a timetable staffed by specialist teachers in specialist rooms.

<u>Rationale:</u>

- Y7 students are less likely to be safe at home alone potentially causing childcare issues for working families. Y7 have had significant disruption to their education.
- Y11 students have had significant disruption to GCSE preparation and need all the support to prepare them for summer exams.

<u>Overview:</u>

In the event of a Tier 2 closure or partial closure, the school is committed to providing a continued education for our students. This will take the form of a rota which allows students regular access to teachers, but blended with remote learning at home. Students must continue with the learning journey as set out under the new framework and KPHS Curriculum planning development work. All students have had disruption to learning previously and it is vital that we enable them to continue learning independently with expert support to guide them.

This policy does not apply to those students who are absent for a shorter period of time than the rota sets out e.g. for testing, awaiting results or short-term absence. Students who are Covid positive and are unwell are exempt from this policy.

The on-line remote learning provision will be managed by Curriculum Leaders and Senior Leaders. SLT links will ensure that each department's medium-term plans and long-term sequence are being made available to all students within the isolating year group or class.

<u>Systems used to support the effective implementation of the Remote Learning:</u>

Class Charts:

This is the program we use will at KPHS to record sanctions and rewards. The categories have been adapted to enable staff to record any concerns regarding lack of engagement should a tier 2 system need to operate. This system will also be used to reward active engagement during the live lessons and completed assignments.

Microsoft Teams:

All subjects have created 'teams' for their class groups and if a whole class is isolating then students will follow their usual timetable at the set times to join their team for a live lesson with their timetabled teacher. All students without access to IT at home will be provided with a laptop. Students can message teachers through their school email if they are having difficulty joining the team and any missed work can be sent to them if they cannot access the team later. All live lessons are recorded and will be uploaded to the team to be used for revision purposes or for students who have missed a lesson. Students can signify to the teacher they have understood the work set with a 'thumbs up' sign. Teachers can set assignments, monitor application and engagement and mark assignments electronically. Teachers can monitor students have accessed their work through Microsoft Teams and track their progress through their submitted work. Class teachers can then report on Class Charts if a student has failed to access their work online and their attendance is monitored daily by the pastoral team.

MathsWatch, Educake, ActiveLearn, Oak Academy:

These are online programs being used alongside the 'live' lessons by some subject areas and teachers may direct students to these programs once they have introduced the lesson and recalled previously taught content (if appropriate in the sequence of learning). Students need individual logins and passwords for these programs. Time has been spent in lessons whilst the students are in school, ensuring they are familiar with the programs and know how to log in. If students forget how to log in each department has a designated teacher (groups of teachers) to support them with this through the school email system.

On-line register:

For safeguarding purposes, a Microsoft Form will be emailed to all students using school email addresses to be completed by the online learner. This information is stored centrally and shared with the Safeguarding / Inclusion Team.

Remote Learning Audit:

All Curriculum Leaders will complete an electronic on-line audit each term. This will be used by SLT to support the quality assurance of the remote learning being provided and to assure they are following the agreed sequence of learning as set out in the LTP/MTPs.

**KIT
Call:**

All students will receive at least one 'keep in touch' telephone call per week if isolating. This will often be from their Personal Tutor or a member of the KASEL Team. Staff are provided with a script and responses are recorded on a Microsoft Form to be shared & managed by the Pastoral/ Inclusion team.

The process:

In the event of a two-week remote learning cycle, the school will ensure continuity of education utilising the following process:

If there is advanced notice:

- the affected year groups (Y8 & Y9 are on rota 1) will be informed in an agreed lesson time. The information will be presented and standardised, so that all students receive the same message.

- Students will take a letter home. The letter will also be on the website and a text with a link will be sent to parents/carers. The letter contains clear instructions about isolation expectations, remote learning, and the date and time when they will return to school.

- A text reminder will be sent to parents/carers the afternoon before the year group is due back to school.

If there is not advanced notice:

- JLA will make a decision regarding communication to class/year group. They will organise for a text to go to parents/carers of the affected year groups (Y8 & Y9 are on rota 1) with a link to the website for details.

- A text will also go to staff and more details will be explained via briefing or email.

- The information on the website will be presented and standardised, so all students receive the same message.

- There will be very clear instructions about isolation expectations, remote learning, and the date and time to return to school.

- A text reminder will be sent to parents/carers the afternoon before the year group is due back to school.

- FSM students will receive a voucher to cover food costs for the 10 days they are on rota. This will be distributed prior to the student learning at home for the 2-week cycle.

- For each year group out on rota learning, they will continue with the sequence of enquiry questions and lesson content that they would have accessed in school. If they would have had 4 lessons across the 2-week period, students will be expected to access 4 hours of learning and subjects will be required to provide the content for this.

- Curriculum Leaders will ensure that the isolating group can access the Microsoft Team for their class.

- All remote learners will be emailed at the end of each school day to complete two self-review questions related to that day's learning. This on-line register will be retained daily. For safeguarding purposes, all teachers will inform the Inclusion team whenever a child is not accessing on-line learning and a KIT call referral will be made. Registers must be retained by class teachers for each directed learning hour during the two-week period.

- Curriculum Leaders, GCA/NKE & SLT link managers will quality assure the provision and audit the subject content regularly to ensure our students' needs are being met and that the provision is in line with curriculum planning. This will be cross-referenced with the long-term planning and the medium-term plan content.

- Curriculum Leaders will ensure that all department members will be clear regarding what provision is required on-line and, where possible, facilitate collaborative planning.

- The access to the IT audit which identifies which students are unable to work on-line will be shared with Curriculum Leaders. This report will provide Curriculum Leaders with the names and numbers of students requiring paper resources. If advanced warning is given for a tier two arrangement, Curriculum Leaders will be responsible for the distribution of these paper work packs prior to the 'out of school' rotation.

- The school will strive to provide laptops and dongles for the period of remote learning where family resources aren't available in any form. Information should be sent to MPA who will assess the needs of the child and organise priority access where possible.

- Curriculum Leaders will update an audit regarding what their subject has planned for the remote learning provision. This will be in-line with the long-term planning and medium-term planning set out and adapted from September 2021.

- In the event an unplanned cycle of remote learning must take place, where possible, Curriculum Leaders for practical-based subjects will be given the information before the release of students within the 30-minute window. This will enable them to distribute the resources needed for learning to continue.

Our KPHS agreement for _delivering_ remote learning lessons:

Expectations of teachers:

- Each lesson will share the enquiry question from the MTP, in line with our whole school T & L implementation strategy.
- Progress Pathways will continue to be shared with KPHS students. When a task is set, it is essential that students understand what progress will look like on completion. Checklist or WAGOLLs will need to be provided so that regular self-review is possible.
- Low stakes recall should be incorporated within the lessons across the sequence and therefore teachers can retain the vital element of remembering and keep students within the familiar lesson routines at KPHS.
- Each subject will deliver the sequence of learning via Microsoft Teams. Some element of 'live' teaching is required during the 60-minute lesson across all subjects. E.g. Microsoft teams' feed is a form of live teaching and talking live whilst displaying a PowerPoint is a form of live teaching.

- For departments operating on a curriculum carousel, pre-released registers will be shared with Curriculum Leaders involved in upcoming carousels.

- Each lesson will be dated or numbered (1/4, 2/4 etc.) clearly so that students are clear about the prescribed sequence of their learning.

- The amount of work planned for each g r o u p will be in-line with their curriculum guided learning hours.   (See appendix 1a for possible models for sequencing learning.)

- An instructional phase is essential. This is key to remote learning engagement. This may be an instructional/ explanatory lesson at the start, or it may be that each lesson

contains a usual teacher-led 10-15 minutes' explanation as part of each lesson's usual sequence. They may vary across subjects.   From student feedback and research-led practice, students are far more likely to engage successfully with work set, once they have listened to a familiar specialist's explanation and direct instruction. For this reason, as well as connection and student well-being, this is a key part of our KPHS policy.

- Each lesson will, where possible, include a 'pathway' through the lesson which is demarcated clearly by timings. Students must understand how long to spend on each activity as per normal teaching.

- Tick lists or knowledge organisers would assist students greatly with regard to knowing which essential knowledge they should have understood across the guided learning hours for subject X within the fortnight. Ideally, some form of content tracking will be used across all subjects.

- Teachers are responsible for setting up Microsoft Teams for the classes they teach.

- Teachers are asked to pay attention to the variety of activities prescribed within the sequence. Where possible, a balance of on-line and paper-based learning should be offered to ensure a healthy amount of screen time has been prescribed.

- Teachers will ensure that work is differentiated in order for all learners to access remote learning. Teaching Assistants will be required to support with the adaptation and accessibility of tasks set. The INA learners will receive additional support from the specialist team during on-line sessions.

- If a teacher is unwell, work should be set and uploaded where possible. This is overseen by the Curriculum leader who should check access is possible for the students. In the event of debilitating absence, the Curriculum Leader has responsibility for ensuring the on-line lesson is available.   School protocols for recording absence or being unfit for work will continue as usual.

- Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialing 141 before the number will ensure the

teacher's own number is kept anonymous). If contact is deemed excessive, the line manager will be able to support and, if necessary, escalate to SLT.

- As per the KPHS policy, communication should happen within the timetabled hours should the need for this arise.   Emails should not be sent after the watershed agreement, unless delay would be detrimental to school life or staff wellbeing.

Expectations of classroom support staff:
- Where a Teaching Assistant would normally support the learning of individual students, s/he will differentiate any activities and adapt resources into paper packs where necessary.
- The Teaching Assistant will be added to Teams, or the on-line program being used by the group so that s/he can support the sequence of learning for SEND learners.

Our KPHS agreement for *assessing* remote learning lessons:

- Providing timely and helpful feedback is a cornerstone of our teaching at KPHS.
Whilst this will be more challenging during a remote learning period, some form of feedback on tasks set will be provided across all subjects. This may take the form of WAGOLLs, self-assessment tick lists, submission of tasks on Teams' assignments or the live feed on platforms such as Microsoft Teams. If subjects are using other software such as Maths Watch, Active Learn or Educake, this will be provided via the self- marking assessment feature.

- Teachers may use the school email system to message students. This would be in order to provide guidance to individuals via their *school* email accounts should they wish to do so.

- Curriculum Leaders will consider which assessments are more appropriate for time in school and which are appropriate for remote provision.

Expectations of students:

- Students within the remote learning bubble will be shown a video about how to access Microsoft Teams and how to send emails to staff should any issues arise.

- All specialists will explain how to access their particular provision within their subject.
For example, if a child is accessing Maths Watch or Educake, they will be issued with usernames and passwords alongside clear instructions for access.

- Students will indicate their attendance throughout remote learning via the daily email to their school account. Practitioners will record 'absences' (non-engagement/ not logging in etc.), and these will be passed on to the inclusion team for information. As staff don't teach within the scheduled timetabled hours, monitoring submission, logins and submission of work will be our means for monitoring engagement.

- Students are expected to keep up with the sequence of learning and should understand that (with a few minor exceptions), they will continue with the sequence of learning as per the medium-term plan coverage on their return.

- Students can find their teachers' contact details via the school's email system / Microsoft teams.

- Students may be expected to take equipment provided for specific areas of study and keep it safe for use at home.

- Phones can be used to access any videos that may form part of the exposition at the start of the learning sequence. Work pack requests are completed via the Padlet. These are then available for collection from Reception.

- Students will be asked to periodically evaluate their engagement with remote learning via student voice. The student voice findings will be shared with SLT and Curriculum Leaders so that actions can be taken where necessary.

- Students will adhere to the on-line safety code which applies to school-based learning. Students will adhere to formal diction and positive conduct during all on- line sessions. They will be required to adhere to the parameters set out by the subject teacher.

Safeguarding remote learning protocols:

The school's Child Protection and Safeguarding policy will be adhered to at all times. Teachers will adhere to the obligations and restrictions which apply to usual teaching practices.

Staff will ensure that when videos are recorded, neutral settings, plain backgrounds and professional dress standards are maintained. Professional dialogue and formal communication are observed at all times by all staff teaching remote learning sessions.

Any remote working methods should adhere to GDPR guidelines.

Your sequence of lessons will possibly look something like this:

e.g. Year Ten English Literature GCSE 19th century novel study

Lesson (1 / 4) EXPLANATION & INSTRUCTION

Lesson Launch recalling previously taught content.

Explain the **enquiry question and progression pathway**. **Connect today's learning** with what happened last time they were in a school lesson.

Take the students through the **sequence** of learning. Ensure visual or audio explanations are included in the resources.

Ensure there is adequate **exposition** and **explanation** so that there isn't a barrier for our students. If this is via the live feed in Teams, ensure that all dialogue is contained within ONE feed so everyone can share ideas.

Set independent work for the students. Give them clear instructions and time demarcations. Explore the success criteria and the progress indicators so that students are clear what success will look like.

Lesson 2/4 CONSOLIDATION & APPLICATION

Share where they group are up to on the 'learning journey'. Recap what should have   been done so far and what they will have remembered. Set some recall and allocate 10 minutes.

Share and explore the enquiry question. This may be audio, or it may be additional written support.

Give clear instructions via PowerPoint/ Teams/Padlet / resource for the work to be completed in the application / consolidation lesson.

Lesson 3/ 4 PROGRESS CHECKING & PRACTICE

LESSON 4/4 – SELF- REVIEW and LINKAGE to next step in learning sequence.