

## St Peter's RC High School

### Draft Teaching and Learning Policy for Remote Learning September 2020

<u>Reviewed/Approved</u>	<u>To be reviewed</u>
<u>October 2020</u>	<u>December 2020</u>

#### **The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction**

This act makes clear that schools have a **legal duty** to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). The Direction which comes into force on **22 October 2020**, requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide **immediate** access to remote education.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/923539/Remote\\_Education\\_Temporary\\_Continuity\\_Direction\\_-\\_Explanatory\\_Note.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote_Education_Temporary_Continuity_Direction_-_Explanatory_Note.pdf)

In the event of a school closure, St Peter's RC High School is committed to providing continuity of education to its students and will do so through a process of remote learning.

The school is committed to ensuring that:

- All remote learning is sequenced in line with curriculum and all schemes of work students would be studying if in school.
- Resources are high quality including explanations from class teachers using voice-recorded powerpoints.
- SEND students are supported.
- Work is meaningful and ambitious.
- Students receive feedback on key pieces of work in line with the school assessment and feedback policy.
- The school will remain in contact to support pupils' learning and mental health and well being

This guidance is in its early development and may change as both the situation and our own responses to it evolve.

Remote learning will be required if one of the following occurs:

1. Individual students are absent or need to isolate for COVID related reasons **only** (excluding quarantine following a holiday).

2. A bubble needs to isolate due to a positive COVID19 result.
3. We move to Tier 2 intervention and students are in school on a rota system.
4. There is a local or national lockdown and school only remains open to the children of keyworkers.

Remote learning will not be provided for:

- Students who are not able to attend school for other non Covid related reasons
- Students who choose not to attend/electively home educate

### **Being aware of which pupils are self isolating**

Pupils who are absent for Covid reasons will receive an X on the register. This indicates that a pupil is possibly:

- self isolating because they have had a positive Covid test
- has been in close contact with someone who has had a positive test result
- may have symptoms and be awaiting a test result for themselves
- may be awaiting results for an immediate family member in the same household

**Pupils who have an X next to their name must have work provided.**

Each day staff will be sent an e bulletin with an updated list of pupils who are self isolating. **This list is changeable and staff need to be aware that sometimes this information will not be available immediately.**

### **Policy to support delivery of remote learning**

Our main priority is to ensure **well planned lessons** matching faculty schemes of work can be delivered both internally and remotely to ensure no student falls behind. Working together the Faculty Leader and Line Manager will ensure:

- All assignments are set and monitored on the VLE (Virtual Learning Environment also known as Frog or stpetersbook). All students have an account and know how to log in by searching for [www.stpetersbook.com](http://www.stpetersbook.com) . We also recommend that pupils and parents download the Frog app called Frog Education
- Pupils will be informed of the content of their learning using the VLE but may provide instruction to use alternative online learning materials. This may include mathswatch/google classroom/Seneca/youtube/GCSEPOD/GCSE Bitesize and other appropriate systems supported by the school
- The lessons delivered remotely mirror the faculty SOW and students accessing learning remotely should follow their usual timetable

- However, at Key Stage 3, subjects that are not core or EBacc subjects or have only one lesson per week or less, for example Art, Music, DT, Drama, Music, Computing and PE, may set appropriate enrichment tasks as the SOW may not be practical to access from home
- Work should be accessible for all students. Staff will adapt lessons considering the challenges pupils might face at home when completing the lesson in terms of availability of equipment, space, teacher support
- There will be a remote lesson or guidance notes provided for each timetabled lesson so that pupils are aware of what they should be completing on a daily basis. This should ideally be provided by 9am on the pupils' first full day of self isolation but this may not always be possible depending upon circumstance
- Lessons should provide clear instructions and guidance on what students are to complete and what requires uploading. Teachers should use voice over powerpoints or instructional videos to signpost and support learners especially SEND students. Where necessary the Inclusion Faculty will liaise with any families who need further support
- For subjects where pupils have multiple lessons in a week, teachers may choose to upload all key topic resources at the beginning of the week and for follow up lessons, message students with specific instructions on the day of their timetabled lesson on the VLE. Every lesson therefore may not need a voice over powerpoint but the **initial** resources provided on the first lesson should include voice overs to support pupils.
- Subject teachers are responsible for their own individual classes and will upload lessons; however, to support staff workload, resources may be prepared by a specialist teacher within the faculty.
- The school policy ensures that work is prepared for upload at least two weeks in advance to manage possible staff absence or self isolation
- All teaching staff will have created a mark book for every class they teach
- Teachers will continue to set homework tasks on VLE in order to prepare pupils for possible self isolation and ensure we can monitor any students who have difficulty learning remotely
- Staff will set assignments to automatically close in appropriate time scales in order to help pupils manage their workload.
- Where a teacher expects evidence of work to be uploaded this will be made clear in the lesson description but this may not be necessary for every lesson.
- Key pieces of work for assessment will be expected to be uploaded. The VLE has a range of tools to enable pupils to provide evidence of their work
- Markbooks will be monitored by class teacher to track pupil engagement with learning.
- Where appropriate, feedback will be provided which could include general whole class feedback, assessment and quiz scores, or individual comments
- Pupils should be provided with the opportunity to print off any uploaded/hand written work to put into exercise books for future reference/ revision. Where possible any supporting worksheets should be provided to students to supplement their notes

## **Remote Learning Assessment Policy**

As a school community, we understand the importance of feedback to pupils' progress, and are dedicated to providing formative feedback that has an impact on pupil performance in a timely manner, whether through physical or remote marking. Teachers should make regular use of peer and self-assessment: this has been identified as highly effective as it allows pupils to engage with clear success criteria and have immediate feedback. Teachers should focus on **agreed marking pieces** within the scheme of work

Heads of Faculty will ensure that methods of assessment are consistent across the faculty and are responsible for the Quality Assurance and moderation of feedback given to students by subject teachers.

## **Physical Marking of books of pupils in class**

Wherever possible teachers should avoid physical contact with pupils' work. Where this is not possible, teachers should ensure that hands and surfaces are sanitised before and after contact. Staff should avoid taking pupils' books home where possible.

- Ideally, books should be left 72 hours after pupil contact before marking, and given back 72 hours after marking although this timescale may not always be practical.
- Assessed work could be completed on paper, which has been left for 72 hours, allowing pupils to continue to work in books whilst the above time scales are followed.
- Pupils or teachers could photograph and upload assessed work, allowing it to be marked remotely.

## **Remote Marking**

This guidance is specifically for pupils self isolating for a fixed period of time. Staff will use VLE assessment tools and a range of other learning platforms to monitor that work is being completed

Only agreed signposted work from the SOW being followed needs to be marked in line with the rest of the class. Here are different assessment strategies staff are using both for class marking and remote learning.

- Send pupils a message on the VLE giving a brief www/ebi or acknowledge they have uploaded work. This does not need to happen every lesson
- Record the www/ebi in student's exercise book for when they return
- Use online assessment tools
  - Seneca Learning
  - GCSE Pod

- MathsWatch
- Language Gym
- VLE Quiz
- Kahoot Quiz
- Complete a one page marking sheet of homework and upload as a response to the VLE
- Self assessment marking tools
  - Rubrics
  - Assessment Grids
- After marking work, address the common misconceptions in the next lesson (remotely) via modelled answer video or voiceover on a ppt – whole class WWW/EBI
  - Screencast-O-Matic
  - Powerpoint tool – screen recording

### **Students who do not meet deadlines**

It is the student's responsibility to make sure that they are accessing their timetables lessons every day of their isolation. If pupils are not opening assignments or are not uploading work as requested, then the class teachers will send them a message via the VLE.

If pupils continue to not access work, the head of Year will contact home via RS Connect message or a telephone call.

### **Staff who are absent**

If teachers are well but need to isolate whilst waiting for a COVID test or due to family members having symptoms, they will ensure that appropriate resources following the remote learning policy uploaded onto the VLE for any self isolating students.

It is the teacher's responsibility to communicate with the Faculty Leader and school office to ensure work is set for students in class. Teachers should continue to monitor and assess students' work in line with the assessment policy.

If staff are absent and unable to send work in for any reason then it is the responsibility of the Head of Faculty to ensure resources for both remote learning and students remaining in school are available.