# WILLIAM ELLIS SCHOOL

# Remote teaching and learning policy

**In the event of self-isolation and/or temporary school closure**

**DOCUMENT CONTROL**

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| Author/Contact: | William Ellis School |
| Document Filename: | Remote teaching and learning policy 27.11.20 |
| Status: | Draft |
| Publication Date: | November 2020 |
| Reviewed: | |
| Next review date: | November 2021 (1 year) |
| Approved/Ratified by: | Full Governors/School Improvement Committee |

## Purpose

- To outline procedures and practice for pupils in self isolation, and are otherwise fit and healthy, to continue with their academic program.
- To outline procedures and practice for staff in self isolation, and are otherwise fit and healthy, to continue with teaching, and setting, marking and feeding back on pupil work as part of a normal academic program.
- To outline procedures and practice for staff, pupils and their parents to continue with the academic program if the School has to close due to advice from the Government and/or Public Health England or similar body.

## Remote learning for pupils who are in self isolation whilst the school is still open

Pupils are required to self-isolate if they have been in an affected area and are displaying flu like symptoms, or if they have been to one of the designated affected areas according to Public Health England, even if they are not displaying symptoms.

During any such period, the School will make sure that education is provided remotely (online) so no-one need fall too far behind. This policy summarises the provision of remote learning for pupils in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

**Student expectations:**
- Pupils should retain structure to their working day starting with log-in to Microsoft Teams at 8:30am.
- Check Microsoft Teams to see the assignments/resources for each subject.
- Complete all set work and, as requested, to hand in work on Microsoft Teams.
- Use designated 'Microsoft Teams Posts' to communicate with their teachers and ask questions if they do not understand/require help. Alternatively, they may need to email the teacher as appropriate/if they are having difficulties.
- Pupils must sign off that they have completed set work as per teachers' instructions using the Microsoft Teams 'submit' function.

**Teacher expectations:**
- It is recognised that teachers will have to cover their normal timetabled lessons and may be teaching classes for most of the day.
- They should endeavour to find time whenever possible during lessons to set work that covers the salient points covered.
- Any electronic resources used in the lesson, including work sheets or PowerPoints used, should be shared with absent pupils. It is recognised that some lessons are discussion based and it is more difficult for pupils at home to benefit from this kind of activity. Alternative tasks should be set by the teacher if time allows.

**Family expectations:**
- Encourage and support their children's work, including finding an appropriate place to work, checking that set work is completed and ensuring they have some structure to the working day: start and finish times and appropriate breaks.
- Contact the pupil's tutor if there are any concerns.

## Remote teaching by staff who are in self isolation

Teaching staff are required to self-isolate if they have been in an affected area and are displaying flu like symptoms, or if they have been to one of the designated affected areas according to Public Health England even, if they are not displaying symptoms.

During any such period, the School will ensure that the lessons are covered in a similar way to any other planned absence, so no-one need fall behind. This policy summarises the provision of remote teaching by teaching staff in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

**If a member of staff is required to self-isolate, they are expected to:**
- Follow the normal guidelines for planned absence. They should plan resources and set cover work for another teacher, who may not be a subject specialist, to follow.
- Follow the guidance for staff who are isolating but not unwell – see below.
- Additionally, they should mark work and give feedback remotely according to department assessment guidance.

## Remote teaching and learning in case of enforced school closure

If the school has to undergo enforced temporary closure due to government and/or public health guidelines, the following will apply:

**Student expectations:**
- Pupils should retain structure to their working day starting with log-in to Microsoft Teams at 8:35am
- Check Microsoft Teams to see the posts/resources for each lesson and work through tasks in a timely fashion and participate in any live or hybrid teaching that they are invited to.
- Complete all set work and hand in work on Microsoft Teams.
- Use designated 'Microsoft Teams Forum Pages' to communicate with their teachers and ask questions if they do not understand/require help within normal school time hours. They may need to email the teacher as appropriate/if they are having difficulties with the system.
- Pupils must sign off that they have completed set work as per teachers' instructions using the Microsoft Teams 'submit' function.
- Pupils may need to photograph work of a visual nature and use the Microsoft Teams app to submit this to teachers.
- Deadlines must be met; the Heads of Year will be informed if they are not.

**Teachers and support teachers are expected to:**
- Upload teaching materials/lessons to Microsoft Teams.
- Teachers will endeavour to set work equivalent in length to the lessons on their usual timetable and be available during scheduled lessons to answer any questions pupils may have via 'Microsoft Teams Chat Rooms'. It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. An element of differentiation by outcome is to be expected. Extension tasks may be set if appropriate.
- It may be that it is more appropriate for the teacher to set one longer task that covers several shorter lessons (e.g. a task for the whole week). The total set work should reflect the total length of lesson time that is missed.
- Set tasks on Microsoft Teams that include lesson activities and resources, as well as any prep/homework that would normally be set.

- Deliver live or hybrid teaching if a class is wholly or mostly isolating, as directed by the Head of Department.
- Mark and feedback using Microsoft Teams with the same regularity they would have done if in school.
- Make sure that all resources are available online including scanned pages of textbooks.
- As much as possible, use the usual rewards and sanctions such as merits/demerits, and verbal praise/warnings. Email parents if there are ongoing concerns.

**Heads of Department and those in leadership posts are expected to:**
- Fulfil expectations of a normal classroom teacher.
- Regularly check department pages and the work being set on Microsoft Teams.
- Regularly check in with their teams to ensure that staff are consistent in their approaches and pick up on any potential concerns early on.
- Provide support to colleagues in their teams to ensure that work is provided as required.
- Direct teachers in their teams to deliver live or hybrid teaching when classes are mostly or wholly isolating.

**Teaching assistants and, as necessary, other support staff, are expected to:**
- Connect with parents and/or students who receive one-to-one SEND support, during their usual allocated time, to check how they are coping with the home learning.
- The SENCO will coordinate the SEN teachers to reach out to students/staff and provide guidance/feedback as necessary.

**Parents are expected to:**
- Encourage and support their children's work, including: finding an appropriate place to work, checking that set work is completed and submitted by the end of each day and ensuring that the normal school timetable for the day is followed as much as possible.
- Contact the tutor if there are any concerns.

# Further guidance on using online tools

Available tools to enrich home learning are:

- Oak National Academy
- School subscribed software and platforms e.g. Mymaths, Kerboodle
- BBC Bitesize, GCSEPod Twinkl, GeoGebra, PHET, Youtube
- Quizlet and Kahoot
- Collaboration - many students will find working from home a lonely experience, without the opportunity to collaborate with their friends. The use of Microsoft Teams Posts can give students a space where they can work together with their friends and their teachers to swap ideas and answer questions.

# Safeguarding

This guidance document is supported by the Safeguarding Policy. Specific additions to note:

**Parental involvement during live/hybrid sessions**

By bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons are between the teacher and the pupils alone. Students should have cameras off and microphones muted during any liver or hybrid teaching, unless unmuted and asked to verbally contribute by a teacher.

**Size of groups for home learning**

We are aware of the increased level of risk around one-to-one video meetings with pupils, however, there are many reasons why they would be helpful and appropriate. One to-one sessions with students should follow the same guidance as one-to-one conversations in school (e.g. appropriate standards of dress as worn at school), the option for the teacher to video the teaching session should be used in this instance. Settings options in Zoom also allow background blurring if appropriate.

Staff registering for any software/platforms e.g. Kerboodle, must do so with their school email address.

# Guidance for teachers who are isolating but not unwell

**This guidance is written:**
- To give clarity and structure to staff who are not able to come into school to work.
- In a time when we are expecting higher staff absence, to suppoprt those who are still in school.
- To maximise our remote learning offer to students who are having to isolate.
- To provide some flexibility for staff who are isolating, and who:
  - Are caring for children who are unwell or away from school/nursery because they have been told to isolate.
  - Have mild coronavirus symptoms, but are not so unwell that they would normally be able to attend work.

*It is a menu to work through, not a list of everything that should all be done by everyone. It is also an acknowledgement that staff are committed to the school and students but want to know how to direct their energies in a productive way. It is not an exhaustive list and absent teachers and line managers should use their professional judgement when prioritising how time absent from school could be best spent.*

On your first day of absence, speak to your line manager/Head of Department to plan for your absence:
- Up to 5 days if you have symptoms and are waiting for a coronavirus test and the result
- Up to 14 days if you have been told to isolate as a close contact

Also contact your pastoral lead to hand over any urgent information about your form group.

If you are a middle leader or in a more senior role, identify with your line manager who will be the key contact for your responsibilities in your absence and what support they will need.

Please check your email once per day by 9:30am if you are able to.

## Cover planning

Triage all teaching groups to decide on priorities for input and cover work:
- Examination classes
- Classes who are more likely to present challenging behaviour
- Classes with high levels of SEND need

What needs specialist teacher input? Introducing new content, or pause in content and recap? Build in some longer assessment tasks? Opportunities to produce some extended writing?

Possible remote input - instructional videos and narrated PowerPoints. Live and/or recorded? Recordings would be valuable for building a bank of blended learning resources.

One -to-one student tutorials by video or phone - can this be arranged so students are in a supervised space? This may be a valuable use of time for 6th form, going through assessments etc.

If students are also isolating from your teaching groups because of a common close contact, is it possible for them to have a live lesson at the time you would have taught them? Please describe this as "remote intervention" as we will not be able to universally provide it.

Pastoral work: students also isolating in your form/the same year group who would benefit from a phone call home. Possibility of remote/recorded tutorial or PSHE for students also isolating?

## Medium-term contributions (with reference to team development plans)

Curriculum development – RAG-rate, improve or rewrite. Choose a Spring Term one and plan blended learning sequences as part of this work. Those with TLR responsibilities should focus on designing their overall curriculum documentation as outlined in Development Plans.

Literacy - Colleagues could review the SoWs and produce the vocabulary lists, and also produce subject related reading lists for each year group and stock lists for the library.

Assessments - could teachers out of school take on marking and/or moderation responsibilities? It may be more efficient for one person at home to mark a year group's worth of assessment and produce whole group feedback/diagnostic pointers for teaching while colleagues in school focus on teaching and managing cover.

Colleagues could produce Grade 9 GCSE and KS5 top level answers for all the practice/mock papers that will be used with students, or select and annotate or produce other Grade exemplars?

Write a subject knowledge/briefing document or prepare another resource for the department to share expertise around a particular area.

## Remote Learning

Investigate, review and curate existing on-line learning resources that could be used in delivering SOLs if there are Tier 2 closures (i.e. rota system). Order textbooks/revision guides and review to select best content.
Evaluate existing blended learning approaches from Summer Term 2020 and draw up an improvement action plan.

## Professional development

Identify relevant online training that can be completed in this period - especially exam board training or what is on offer from subject networks.
Wider Reading around literacy triad CPD project and/or subject pedagogy.
Online safeguarding training.

## Leadership and management

Ensure that arrangements are made for line management meetings to take place remotely or by phone, or for absent colleagues to attend/catch up on curriculum and pastoral team meetings.