

Remote Learning Protocols -Expectations for Staff, Spring 2021

This document should be read in conjunction with the school's Remote Learning and Assessment Policies, Access to Technology Protocol, Remote Learning Strategy for Vulnerable Learners and the Remote Learning Attendance and Engagement Guide.

Key Principles

1. We need a range of approaches to virtual learning to best meet the needs of students. This means setting some work for students to do in their own time, providing instructional videos and running live lessons on Google Meet. Each form of learning has different benefits, therefore we employ all the approaches in line with best practice identified by the EEF.
2. Remote learning is not as effective as learning in school. We make every effort to provide the best learning experience for students on the understanding that it is a compromise.
3. When planning learning, we work on the assumption that students have access at least to a smart phone and internet. Some students may not be able to have access to a device at set times throughout a five period day. Additional support with technology at home is organised through the Access to Technology Protocol, led by Adam Marsh (AHT), to ensure any 'digital divide' is addressed.
4. Curriculum continuity is a challenge and a balance must be struck. Time can be spent revisiting and revising content missed, but the need for curriculum coverage means this must be kept under review. This has been considered within the guidelines below. Any new content will, of course, have to be revisited when students return from any closure.

Lessons Learned

We know students will engage on different levels. Examination groups are required to engage with live lessons for obvious reasons around their stage of schooling. We are committed to providing interactive live lessons at different points for different year groups. Pre-recorded lessons and set tasks are also helpful as students can engage with them at times that suit them. The need for flexibility was made clear during the first lockdown.

Timings and Expectations

For full details, see the school's Remote Learning Policy (January 2021).

Live lessons:

KS3 will have at least one Google Meet lesson per day.

KS4 will have at least two Google Meet lessons per day. (English, maths & science twice a week and options lessons once a week).

Sixth form will have all lessons as Google Meet lessons.

Video lessons:

Subjects with one or two lessons per fortnight will not necessarily have any video lessons.

Subjects with three or four lessons per fortnight will have at least one video lesson a fortnight.

Subjects with five or more lessons per fortnight will have at least one video lesson a week.

Resource-based lessons:

Resource-based learning is appropriate for certain subjects and students will have access to a range of activities based on resources supplied by teachers.

Small group and one-to-one intervention lessons:

Individuals and small groups of students may have face-to-face or live lessons as part of planned interventions, e.g. in literacy, maths or specialist learning support.

CPD:

An ongoing programme of training will be offered to support colleagues to deliver high quality remote teaching throughout all periods of lockdown. Adam Marsh will lead on this.

What does this mean for our faculty/department?

Non-Negotiables:

1. Content coverage - School closures are unpredictable in duration. This makes it challenging to plan too far ahead. However, curriculum continuity for all year groups is a priority. Schemes of learning need to incorporate interleaved and revision-based tasks where appropriate, and departments need to review progress regularly.
2. Feedback - Students must receive feedback. Whilst ensuring it is manageable, we need to provide students with feedback on the work they are producing. Google Meet sessions offer an opportunity for whole class feedback; see the remote learning policy and departmental assessment policies for further guidance on expectations. Google Meet sessions do not have to be purely feedback based. Other suggestions include diagnostic questions, modelling of worked examples followed by questions and general skill delivery. Subject leads are welcome to adjust the form of feedback to suit subject specific needs. Assessment cycles need to continue as per the calendar, so 'key tasks', for instance, may be a useful approach. This is for subject leads to determine in line with their agreed policy and in discussion with their line manager.
3. Personal Contact - In line with our safeguarding responsibilities we need to ensure as many contact points with students as possible. The Google Meet sessions set up for each class will serve as an additional welfare check-up and opportunity for feedback. Check the Remote Learning Attendance and Engagement Guide for more details.
4. Additional Lessons - Beyond the expectation of weekly Google Classroom sessions for all classes, additional lessons will follow the remote timetable guidelines on the website unless agreed in response to a particular situation.
5. Assessment Cycles - Assessment cycles will still go ahead as planned. The quality and validity of data will bring challenges, but we need to do what we can, given the situation. This is where the key tasks previously used will still be part of the remote learning offer. In order to generate data to be entered into the assessment report, meaningful 'key' pieces of work will need to be set for each class. **These will need to be marked and each student should receive personalised feedback.** It is up to the discretion of each subject/department as to what assessments will look like and they will be informed by bespoke assessment policies.

Subject/Department Interpretation & Adaptation

Every subject is different and teaching & learning can take completely different forms across disciplines. The guidance above, barring the non-negotiables, will need to be tweaked to best fit each subject. As a middle leader you are able to discuss this with departments to decide the best way to approach the learning (e.g. maths may decide one teacher provides YouTube videos modelling topics for several groups, rather than individual teachers doing one each for their classes).

Students Who Fail To Engage

If you have concerns regarding particular students and a lack of engagement please raise this with the pastoral team. Although procedures are already in place to identify these students quickly, please do not rely on others to raise concerns - **it is part of our shared safeguarding responsibility.**