Remote Learning Strategy – Todmorden High School –March 2021 Update

This strategy has been updated to continue the successes achieved during the national lockdown that can be implemented around the complexities of the timetable as the school reopens to all students. We have developed this strategy with the best interests of all pupils as the main driving force, whilst ensuring all government expectations are fully met, it does this based on advice accurate as of 8th March 2021.

Work will continue to be made available for all students if they need to self-isolate or a bubble needs to close due to multiple positive cases of COVID being identified.

We will teach the same curriculum remotely as we do in school wherever possible and appropriate. Some of the context and examples may differ, but the coverage of the curriculum will be consistent with that delivered in school.

To enable remote learning to have the greatest impact, parental support is crucial. If you require any additional support to ensure your child can meet the expectations, including any technology e.g. a laptop, please contact your child's learning manager in the first instance:

Learning Manager for Year 7 – Mrs D Kontogiannopoulou d.kontogiannopoulou@todhigh.co.uk

Learning Manager for Year 8 – Mrs P Thompson p.thompson@todhigh.co.uk

Learning Manager for Year 9 – Miss R Crowther r.crowther@todhigh.co.uk

Learning Manager for Year 10 – Mrs E Stansfield e.stansfield@todhigh.co.uk

Learning Manager for Year 11 – Miss J James j.james@todhigh.co.uk

If your child is unwell and unable to complete remote learning, please continue to email attendance@todhigh.co.uk so we can ensure your child does not receive a notification for a lack of remote learning via ClassCharts.

All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision. Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Department for Education December 2020

Students should continue to uphold our ARCH values wherever they work:

- Showing ambition in producing high quality work that is the best of their ability.
- Showing respect to their teachers by ensuring the work is submitted on time and in the correct way. Showing respect with the way they conduct themselves on Teams.
- Showing care by supporting their peers and also looking after their own needs, support is available for any student that needs it.
- Showing honesty to themselves, their families and their teachers when saying they have completed all the work that has been set and asking school for support with technology where required.

The information provided to parents is included in this document, it is much simplified to reduce unnecessary information being shared and reduce any confusion. To differentiate, any information not on the parental document is in blue.

For all students completing remote learning.

- There is an expectation for students to be completing the work that has been set to the best of their ability. We will inform parents where students are not meeting these expectations via notifications on ClassCharts and/or phone calls.
- Students should expect to be completing 5 hours of work per day, plus homework and/or revision for KS4 students.
- Students should use their in-school timetables (available on ClassCharts) to help manage their time effectively.
- Students are expected to share evidence of their work with their usual classroom teacher on a minimum of a weekly basis.

If a student/group of students have to self-isolate.

- Students will have a phone call on the first day of absence to ensure they have accessed the work and that they are ok. On subsequent days students will have an email or a phone call that they will need to respond to.
- Work will be set via email, students must logon to their school email on a daily basis to check and download their work. This will be set at a minimum frequency of once per week.
- Students should follow their usual school timetable, completing the work in hour blocks.
- Where appropriate, teachers may 'live stream' their lessons for students at home to join and participate, this is most likely to occur in KS4. Students will receive invites via Teams when this is planned, students are expected to attend these sessions.
- Evidence of all completed work should be emailed to their classroom teacher at least weekly.

The government expectation is that all students should receive high quality work as soon as they have to self-isolate.

There is an expectation that relevant work is set for any self-isolating student via email on a minimum of a weekly basis.

Due to the varying needs of students across different year groups and different subjects, the specific approach has been delegated to departments. The head of department is to decide if it is up to individual teachers to set work or it is completed collectively and set weekly by somebody who takes responsibility for that year group.

This means that students may get up to 4 lessons worth of material at once. The email should clearly state the subject, the week it has been set for and that it is remote learning for self-isolating students.

Suggested Learning activities / resources for students self-isolating:

- Oak National Academy lessons.
- BBC Bitesize resources.
- Lesson PowerPoints containing model answers.
- Assignments set on Seneca.
- Loom recordings of lessons.

Students are expected to upload evidence of work being completed to their class teacher, on at least a weekly basis. If this does not happen, please ensure that the "not participating in remote learning" button on ClassCharts is used, please do not use this for students with a green star on ClassCharts – they are likely to be poorly with Covid symptoms.

Where appropriate, especially at KS4, teachers may 'live stream' their lessons for students at home to join and participate. Please ensure relevant Teams sessions have been setup in advance of the lesson, please use the "not participating in remote learning button" if necessary but please do not use this for students with a green star on ClassCharts – they are likely to be poorly with Covid symptoms.

When teaching staff are self-isolating and are well, there is the opportunity for them to broadcast their lessons from home where this is appropriate. This is the preferred method for KS4 lessons that require covering.

If a child is not participating in remote learning, parents will be informed via ClassCharts or a further phone call from their Learning Manager.

We need to have systems for checking, daily, whether students are engaging with their work remotely.

- On the first day of self-isolation due to an X code on the register, students will require a phone call. For small numbers of students self-isolating this should be made by the student's Learning Manager, with admin to support when larger numbers (in excess of 10 students) are self-isolating.
- Admin staff will keep ClassCharts up to date, any student who is ill with Covid (and still provided an X code) will be marked on ClassCharts with a green star and be excused from remote learning.
- On subsequent days, this phone call can be replaced via an email (a student response is required to check they are engaging with the work). If a daily phone call is more suitable for a student based on their individual needs this should be facilitated.
- A further phone call is to be repeated on the 6th day of self-isolation (a week from the first phone call).

This advice is subject to change depending on the situation within school and any further updates received from the government.

If a year group bubble has to close.

- Work will be set on ClassCharts daily. Students should logon to ClassCharts daily and work through the activities that have been set for that specific day.
- Teams' meetings will be arranged, there will be at least one live (synchronous) lesson for English, Maths and Science weekly. These will appear on student's email calendar, so this needs to be checked daily.
- Assemblies on Teams will take place at least weekly.
- Students should attend all Teams sessions that are provided.
- Students to submit key pieces of work set by their teachers through Microsoft Assignments on a weekly basis.

This may happen if there are multiple cases of COVID.

It is up to the teacher to set suitable and adequate work, this should be set via ClassCharts on the day the lesson should be taught to allow students to follow their timetables.

Work should be set using the ClassCharts remote learning pro-forma, shared during the recent lockdown to ensure a consistent approach across the school.

Teachers to set Teams' lessons when a lesson with that class would usually be timetabled. This ensures students have face to face contact, the opportunity to ask questions and receive feedback, at a minimum of the following frequencies:

- KS3 Core (English, Maths and Science) – weekly
- KS3 other subjects – fortnightly.
- KS4 – weekly

Students will receive an invite to this Teams lesson via email and the Teams app. Please ensure these sessions are planned and the meetings organised at least a day in advance. Where a student doesn't attend these planned sessions, please ensure that the relevant button is pressed on ClassCharts

Where departments have multiple lessons on for the same year group at the same time, the head of department may decide that one Teams session would be suitable for both classes. Please ensure the work for both groups is suitable if this is being offered.

At least once a week, all students should be set work to submit via MS Assignments that will be returned to their classroom teacher.

Learning Managers will liaise with ICT support to setup assemblies and communicate this with students.

This strategy has been developed to ensure students receive a more bespoke curriculum, with their individual class teachers having a much greater awareness of the specific needs of the class.

We need to have systems for checking, daily, whether students are engaging with their work remotely during a bubble closure.

- At 12pm the Learning Manager / admin staff will run a report of who has logged in to ClassCharts on that day.
- All students who are not poorly will be allocated a "not participating in remote learning" notification on ClassCharts. The exception will be for students with a green star on ClassCharts – they are likely to be poorly with Covid symptoms.

Potential Additional Measures

If rates get very high and these other measures have already been implemented, a contingency framework will come into force, this will be directed by the Department for Education.

Where the contingency framework is implemented, secondary schools should only allow vulnerable children, children of critical workers, pupils in years 11 and 13 and other pupils due to take external exams this academic year, to attend. High-quality remote education *should be provided for all other pupils.* Department for Education, December 2020.

If a contingency framework is implemented remote education will follow the same format as the bubble closure scenario. More information will be shared as and when necessary, as happened during the national lockdown in January 2021.

This updated guidance for colleagues at Todmorden High School has been developed using the most recent government guidelines that are available at the following link: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res

The main points that have caused developments to our current remote learning strategy are shown below:

In developing remote education, we expect you (schools) to:

• teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum

• select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at get help with technology

• overcome barriers to digital access for pupils by:

     o   *distributing school-owned laptops accompanied by a user agreement or contract*
     o   *providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work*

• have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern

• identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education

When teaching pupils remotely we expect schools to:

• set meaningful and ambitious work each day in an appropriate range of subjects

• consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:

- *providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources*
- *providing opportunities for interactivity, including questioning, eliciting and reflective discussion*
- *providing scaffolded practice and opportunities to apply new knowledge*
- *enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate*
- *using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge*
- *avoiding an over-reliance on long-term projects or internet research activities*

We expect you to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

Department for Education, March 2021