

Remote Learning Audit December 2020



Remote education provision information

This information is intended to provide clarity and transparency to students, parents/carers and our wider community about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

a) All Governors and leaders are under the legal obligation to provide remote learning from October 22nd, 2020

We will be circulating the information supplied below to all Middle and Senior Leadership on Monday 14th December. The Governing Body will receive this entire audit on Wednesday 16th December.

A 'Continuity Direction' approved as part of the 2020 Coronavirus Act allows the Secretary of State to change the provision state funded schools are required to offer. This 'Direction' applies to all state funded schools, some academies and any independent schools offering state funded places but does not apply to post 16 educational establishments or EYfS. The 'Continuity Direction' ensures immediate remote learning for any individual, groups or cohorts of students who cannot attend school due to Covid-19 and will last until the end of the academic year unless extended or revoked before then. It is a legal requirement, and schools can be taken to the High Court or county court to enforce it. Students who are unable to attend school for other reasons (existing legislation remains in place) and students who choose not to attend or are electively home educated are *not* covered under this Continuity Direction.

We understand that provision should start from the first full day a student has to remain at home and if students are unwell, High Tunstall should be ready to activate their learning as soon as they are well enough to learn. We will provide a minimum of 4 hrs per day for our students and we will ensure more than 4 hrs per day for all KS4 exam classes. We have reacted to the new requirement for schools to monitor engagement of learners at least weekly, and we will notify parents immediately if students are not engaging. We accept there is no requirement to report engagement to the DfE and we will continue to use an 'X' code for the register for those students who are asked to self-isolate.

Teachers aim to provide weekly feedback to students on the work they submit in both synchronous and/or a-synchronous ways. This should be provided by every subject even though there is no requirement for every subject to do this. Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

From January, there will be a statutory requirement for us to publish our remote learning expectations on our website and we intend to comply with this in due course.

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b) All curriculum leaders, teachers and support staff understand your remote learning expectations

On Tuesday 1st September 2020, as part of the PD day programme, staff training was delivered outlining our Remote Learning expectations fully (PowerPoint shared available upon request). At this point we made it explicitly clear that our remote learning platform was to be Microsoft Teams.

By September 6th all faculties across the college had begun to upload materials on to Microsoft Teams a week in advance of delivery. All remote learning materials exactly matched those that were being delivered in college. We asked staff to adopt a lesson-by-lesson approach stating each lesson uploaded must have:

- An instructive PowerPoint ensuring the elements of effective teaching are present namely, explicit and clear instructions, scaffolding of tasks with worked examples and voice overs where appropriate
- Activity sheets and links to DfE approved websites and resources alongside in house developed material
- A metacognitive approach to task setting where appropriate
- Embedding of low stakes quizzing to support retrieval
- To review as frequently as possible and track outcomes
- To emphasise key words and vocabulary for essential vocabulary exercises

The curriculum AHT initially quality assured provision of this work in Teams until this task was taken over by faculty leaders. The expectation is that all work is uploaded each Thursday on a weekly basis ready for quality assurance by faculty leaders each Friday.

By September 28th all curriculum medium term plans included Remote Learning additions detailing lesson by lesson the resources that would be uploaded to Microsoft Teams as part of our remote learning programme.

WB Monday 16th November live lessons were implemented successfully across the College and on Monday 23rd Virtual Tutor groups began to provide a daily structure for isolating students.

All learning journeys for the academic year were adapted in the Autumn term and this work is ongoing especially in practical based subjects who have experience the most change in their curriculum plans.

c) A remote learning policy is published on your website, setting out expectations for the school, for parents and for students

Version 1 of the Remote learning policy was made available on 5th October. Version 2 is currently awaiting approval having had our live lesson approach added to it. Version 1 has been available on the covid section of the college website and once approved this will be replaced by version 2.

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d) There is an action plan to activate immediate remote learning for:

- I. **any individual pupil**
- II. **small groups of pupils**
- III. **whole classes, year groups or school**

This section details how your child will access online remote education. When students are alerted to self-isolate an X is entered beside their name in Sims as per DfE protocol. This alerts all professionals in the school that they must begin to offer live lessons for all lessons that they teach.

Students will respond to an invitation on Microsoft Teams for each of their five daily lessons as well as an am and pm register that is sent to HoYs and SSOs. Teachers will enter a present mark in sims once they know the student has joined their live lesson for periods 2 to 5.

The learning materials can be uploaded in the conversation part of Teams as well as being able to be accessed in the appropriate year team channels. Students are expected to email their completed work to their class teachers for feedback.

Covid lead makes the decision that a student or group of students are to self-isolate. This information is then passed immediately to the HoY.



The attendance and administration team are alerted. An 'X' is entered into sims beside relevant name(s). Contact is made home and student(s) are issued with a pack containing information about their period of isolation including how to access the Remote Learning package. Their HoY allocates them to a virtual tutor group and tracks their attendance for the period of SI, ensuring contact home is made for any periods of non-engagement.



Teachers initiate live lessons when they see an 'X' in their class register. They ensure that a present mark is entered into sims whenever a student engages with a live lesson period 2-5. They engage the students who are at home as frequently as possible throughout each live lesson.



Student emails each subject teacher their completed work for feedback.



Student completes their period of self-isolation and returns to the college.

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e) Online tools have been selected and staff are trained in their use, and have PD opportunities on remote learning

The college utilises a number of online tools to educate our students. These include:

- Century for core subjects and all year groups
- DfE Oak National Academy Learning resources for all subjects and year groups
- BBC Bitesize for all subjects and year groups
- Myon for all subjects and year groups
- GCSEPod for all subjects at KS4
- Corbettmaths and mathsgenie for mathematics all year groups
- Accelerated Reader for year 7 and selected year 8 students
- Seneca Learning, BBC Teach, BBC Class Clips, Brainpop.com for World Affairs subjects
- Focuseducational, Freesciencelessons, Fuse School and Cognito for Science

Staff were given the recent PD day on Friday 27th November to work from home and complete their Microsoft training. As previously mentioned, staff were introduced to Remote Learning during the PD day in September and it will also be a focus for the 4th January upon our return to college.

f) Remote learning is built into curriculum planning for all subjects and for all year groups

By September 28th all curriculum medium term plans included Remote Learning additions detailing lesson by lesson the resources that would be uploaded to Microsoft Teams as part of our remote learning programme. Remote learning is not a bolt on to our curriculum. The sequence offered in each classroom is replicated by the material published on Teams on a synchronous manner. The leadership at the college is now in its second annual cycle of Curriculum Review having introduced this to its Quality assurance programme in September 2018. Remote learning became a focus for this review in the summer of 2020. The changes made in each area of the curriculum is now reflected on the learning journeys used in classrooms and published on the college website.

g) Remote learning pedagogy is understood by all teachers and is effective

All teachers across all faculty areas in the college were supported in uploading remote learning materials from 7th September 2020. The AHT in charge of curriculum initially quality assured and 'deep dived' in this area ensuring the highest of standards and support, after which, faculty leadership continued in ensuring quality materials were uploaded in a timely manner. We are satisfied that all staff understand what is expected from the college.

Since the introduction of live lessons on Monday 16th November, student and parental feedback has been overwhelmingly positive. Certainly, students who returning to college following a period of SI are aware of their learning journeys and where the curriculum in each subject has progressed to.

h) Safeguarding policies have been updated to reflect any changes

Safeguarding policy was amended in March 2020 to reflect College closure as part of the pandemic. In September 2020 it was amended to meet the requirements of KCSIE 2020 and remote learning is fully covered in this. Our new remote learning policy and guidelines to parents, with all advice newsletters are in place.

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i) Support channels are in place for parents, families or pupils who are struggling with remote learning

Any students struggling with Remote learning are encouraged to report this to their virtual tutor who they engage with twice per day am and pm. Any issues can then be dealt with by:

- ICT support team which includes the new 21st Century Digital Learning Team.
- Safeguarding Team.
- HoY or SSO for all pastoral related matters.
- Faculty leaders in appropriate area.

Parents are encouraged to regularly read social media posts and the college website. The college website has a covid section that has many instructional materials uploaded including how to navigate Microsoft Teams. Alternatively, parents can contact the pastoral or academic teams who are very responsive. The college leadership is currently considering setting up a new covid email address for all Remote Learning enquiries to streamline and speed up responses.

The Microsoft Teams site has instructional videos posted by all faculties in their subject areas on each year team channel. This includes how to navigate the site and access key materials.

j) Barriers to remote learning have been identified and mitigated as far as possible

In addition to all of the support processes and materials mentioned in section i) above the college leadership has compiled a list of students in all year groups who do not have access to ICT equipment at home. Upon starting a period of SI if a student is on this list the appropriate IT equipment and support is made available to them.

We recognize that some students, for example some students with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those students in the following ways:

- Virtual tutor groups to provide a structure to the day and offer routes of support before the academic day begins
- Students on the SEND register all have an allocated inclusion mentor. Whilst students are self-isolating, mentors ring them on at least a weekly basis to check on their welfare and access to learning.
- In the case of full college closure, inclusion assistants would be expected to attend the classes alongside their support students. All students would also be provided with the materials necessary to access their learning e.g. coloured overlays, work printed on coloured paper and Reading pens.
- Some students requiring additional support with reading have been provided with their own reading pen for use at home

k) Attendance processes have been updated to reflect non-attendance / engagement in remote learning

In September 2020 the attendance procedures were loosened by the LA and we supported this approach to start the academic year. Since October half term we have introduced virtual tutor groups and these are designed to get the students organised in a morning.

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- a) If a student does not attend a virtual tutor group:

The Year team contacts parents to find out why and ensures they are engaging remotely

- b) If a student is not engaging with live lessons

The class teacher will mark with an O code in their register and this will be followed up by the Year team

- c) If a student prefers not to engage with live lessons but is handing work in remotely

The teacher will already have agreed that they can hand work in and work "offline" and a / (present mark) applied to the class register to recognise engagement.

These codes do not affect the official register code of X as they only apply to lessons.