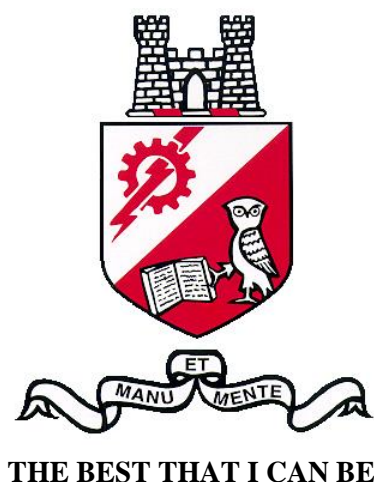# WEST HATCH HIGH SCHOOL

THE BEST THAT I CAN BE

Amendment to Teaching and Learning Policy including Digital Remote Learning Plan

Policy Amendment Date : September 2020

Signed:

Headteacher

Rationale: This is an amendment to the current Teaching and Learning Policy in light of the Covid 19 Lockdown. It aims to set out expectations and procedures for the continual education of West Hatch students. It should be read in conjunction with the amended *Safeguarding Policy (March 2020)* The IT Use Policy and Code of Conduct. Further amendments to this policy may be implemented due to change in government approach.

1. Safeguarding

2.1 The welfare and safeguarding of our students during this difficult time is our top priority. Staff must be vigilant in picking up any concerns through contact, lessons or submitted work. There is a safeguarding lead in school every day and staff should contact them if they have any concerns.

2.2 Video-conferencing programs should not be used on a one to one basis between school staff and pupils, remote learning on a one to one basis is not appropriate. If that should happen end the lesson and reschedule.

2.3 We use Microsoft Teams, do not use other platforms with students.

2.4 When teaching live lessons, we expect teachers to record lessons for those that cannot access it at the scheduled time; permission from all students is needed. If a student does not provide permission, they should leave and use the recorded lessons

2.5 Staff should conduct any online activity in a **neutral area**, (ie, not in a bedroom or bathroom).

2.6 Pupils and staff should use West Hatch email addresses only, not personal ones. Students must always log on to any school-based activity with their West Hatch email.

2.7 The School will remind students of who they can contact at school for help or support either subject or welfare related.

2.8 Staff should adhere to all GDPR expectations so student's personal information such as their location, date of birth or phone number should be kept private.

2.9 **Live Video Lessons**:

2.9.1 Students and staff must uphold professional standards and expectations with regard to communication during online learning, including using message boards. Any student who does not conform to the school's high expectations of communication will be removed from the lesson and sanctioned; staff conduct will be addressed via the teaching standards and school's policies. (please refer to the school's acceptable use policy and have due regard to the staff handbook).

2.9.2 Staff and students must dress appropriately during any online learning activity. Although casual clothing is permitted, both staff and students must have regard for safeguarding, ie wearing clothing that provides appropriate covering of the body, and not to wear clothing that causes any potential offence, for example slogan T-Shirts.

2.9.3 Year KS4 and 5 student cameras may be on for relevant interaction/work sharing/discussion with teachers but only where necessary and with teacher permission. *(students can refuse if they are uncomfortable with this)*

2.9.4 Student mics should always be off unless a direct question by the teacher has been asked and permission given to answer.

2.9.5 Student questions and answers should be through the chat bar option. (*students should not chat with each other on the chat bar during the lesson*)

2.9.6 Teachers should consider whether they need to have the camera on when delivering lessons.

2.9.7 Ensure all live lessons are during the allotted timetable slot and students are given notice of them. Placing lessons outside of normal timetabled hours could cause clashing and additional stress for students and other staff and is therefore not permitted.

2. <u>Assessment, Tasks and Feedback</u>

3.1 Not all tasks that are set need to be marked by staff, when setting work please state whether you want to receive it back or not.

3.2 When receiving work from students, it should be placed in their MS Teams student folder.

3.3 Please provide House points for work that has not been marked but where students have put significant effort into the work they submit.

3.4 In line with Department policies, key pieces of work will be assessed with feedback given to students.

3.5 During a full lockdown and due to the remote nature of learning and therefore teacher interaction at KS3, the school expects more 'check points' than usual and staff should try to provide some more frequent feedback.

3. <u>Monitoring engagement</u>

4.1 While we aim to support and enhance the learning of our students, many of them find it difficult or challenging to engage. This may be due to IT access at home, shared computers or a specific learning difficulty. There will also be a minority of students who are choosing not to participate in their learning.

4.2 Not all students will be able to complete work or join live lessons at the allocated time. Please ensure that work is still available by posting the resources and assignment including any links into MS Teams to support their learning.

4.3 Staff should download the attendance list when teaching live lessons in order to take the register; it is important staff monitor who is not engaging and staff are expected to follow up non-engagement.

4.4 Follow up procedures for no engagement at all:

4.4.1 First contact the student or parent through email. Be sensitive to possible issues, this is not a behaviour procedure it is a welfare and supportive one.

4.4.2 If there is no contact or work being completed the next stage is to make a phone call to the parent. Again, please be sensitive to family circumstances. Please use the school's system for making phone calls from your phone, Mr Peter Pascoe has provided guidance in an email.

4.4.3 If there is no response from either student or home please pass on your concern to the Head of Department.

4.4.4 If Head of Department fails to make any contact please email HOH to alert them.

4.4.5 At any stage if you think there is a safeguarding concern please pass on to the Designated Safeguarding Lead straight away.

4.5 Please send positive and affirming feedback to students and parents in line with normal Department policy. Hopefully this will ensure continued engagement and reassure both parents and students who are anxious at this time.

4. **Parental and Student Contact**

5.1 All parental contact should be through email or a telephone call (please note when a phone call has been made).

5.2 All student contact should be done through West Hatch emails, SMH, or MS Teams.

5.3 Do not get into conversation with parents during live lessons. End the lesson if need be if a parent refuses to leave the lesson.

5. **Supporting Vulnerable Pupils, particularly PP and SEND**

6.1 For the most vulnerable, the value of relationships is paramount in supporting wellbeing and learning at this time. Feedback from learning undertaken provides vital motivation; this feedback is most beneficial when both parents/carers and pupils are able to input into the feedback. For those with SEND this can help to identify further differentiation that may be required to ensure that the learning is accessible.

6.2 Teachers should aim to set work that is appropriate for our vulnerable learners (PP and SEND) to ensure that the attainment gap does not increase.

6.3 Reading of a class text online can also secure relationships and engagement. Copyright has been freed up on lots of texts, so teachers can record themselves reading.

6.4 As a school we are aiming to secure IT equipment for PP families where they are struggling to engage.

West Hatch High School

Digital, Remote Learning plan

This document outlines our contingency plans for remote learning, should students need to access this due to needing to self-isolate or due to an area or national lockdown. It distinguishes between 3 stages of lockdown: 1) Full lockdown for all students, 2) partial lockdown of a class or year group, 3) individual students self isolating.

Each of these plans are underpinned by the moral imperative to equip our students with powerful knowledge. They serve to ensure that there is absolute alignment between face-to-face and remote education, so that, should students need to self-isolate, they can transition smoothly back into the classroom having followed the same curriculum sequence as their in-school peers. This symbiotic relationship between face-to-face and remote education will ensure that no child falls behind, and will alleviate pressure on teachers in instances of pupil mobility.

DfE guidance on remote education: summary of key points
- Remote education, where needed, is **high quality and aligns as closely as possible with in-school provision**: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Develop remote education so that it is **integrated into school curriculum planning**: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are **given the support they need to master the curriculum and so make good progress**.
- Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect **schools to have the capacity to offer immediate remote education**. In developing these contingency plans, we expect schools to:
- Use a curriculum sequence that allows **access to high-quality online and offline resources and teaching videos**, and that is linked to the school's curriculum expectations
- Select the online tools that will be **consistently used** across the school in order to allow **interaction, assessment and feedback**
- Provide **printed resources**, such as textbooks and workbooks, for pupils who do not have suitable online access
- Recognise that younger pupils and **some pupils with SEND may not be able to access remote education without adult support**, and so schools should work with families to deliver a broad and ambitious curriculum.
- Set assignments so **that pupils have meaningful and ambitious work each day** in a number of different subjects
- Provide **frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos**
- Gauge how well pupils are progressing through the curriculum, **using questions and other suitable tasks** and set a clear expectation on **how regularly teachers will check work**
- Plan a programme that is of **equivalent length to the core teaching pupils would receive in school**, ideally including **daily contact with teachers**
- We expect schools to **avoid an over-reliance on long-term projects or internet research activities**.

Remote education: overarching principles

• **Curricular alignment**: remote plans follow precisely the same sequence as face-to-face enactment of the curriculum.

• **High quality resources** that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps (avoiding long-term project type tasks). This includes the use of videos and nationally produced resources such as the Oak Academy resources.

• **Feedback and assessment of learning** should remain regular, in line with normal curriculum expectations,

The key principles of remote learning follow our model for teaching and learning. The fundamentals of teaching a remote lesson are the same as teaching a classroom lesson at West Hatch and should follow the following fundamental aspects of pedagogy:

- Revisiting **prior learning**,
- giving a clear **purpose**,
- **direct instruction** through teacher **explanation** and **demonstration**,
- **guided practice** through **modelling**/**scaffolding**,
- **independent practice**,
- and **feedback.**

It is essential that what is learned at home aligns with what is taught in school - students should be set work to do at home that gives them opportunities to practise what has been modelled for them in the classroom.

Summary of expectations:

a) Students will receive contact from the school as soon as possible after starting self isolation to check they understand how to access work and that they are able to do so.

b) Students who are self-isolating **follow their normal timetable each day.** All live lessons to be recorded so that students who share IT can access it in their own time.

c) All resources will be accessible on **MS Teams** to the student in advance.

d) Resources will support guided and independent practice, focussing on **effective self-study** (with students using their normal exercise books and/or booklets) and will normally include either a **PowerPoint, worksheet or booklet**.

e) PowerPoints must be either recorded with voice over to help explanations or detailed with notes of what to do and how to do it so that students can access the learning.

Remote Learning Expectations

FULL LOCKDOWN

YEAR 13 • 100% live lessons

YEAR 12 • 100% live lessons

YEAR 11 • 100% live lessons

YEAR 10 • 100% live lessons

YEAR 9 • 100% live lessons

YEAR 8 • 100% live lessons

YEAR 7 • 100% live lessons

KS3 lessons and support shared across department

PARTIAL LOCKDOWN
(Year group/class group)

YEAR 13 • Live lessons on Teams from school during normal timetabled lesson.

YEAR 12 • Live lessons on Teams from school during normal timetabled lesson.

YEAR 11 • Live lessons on Teams from school during normal timetabled lesson.

YEAR 10 • Live lessons on Teams from school during normal timetabled lesson.

YEAR 9 • Live lessons on Teams from school during normal timetabled lesson.

YEAR 8 • Live lessons on Teams from school during normal timetabled lesson.

YEAR 7 • Live lessons on Teams from school during normal timetabled lesson.

INDIVIDUAL STUDENTS SHIELDING OR ISOLATING

YEAR 13 • Where comfortable, teacher to record lesson and place on TEAMS. *OR*
• Planned lessons and videos on TEAMs

YEAR 12 • Where comfortable, teacher to record lesson and place on TEAMS. *OR*
• Planned lessons and videos on TEAMs

YEAR 11 • Planned lessons with link to video placed on TEAMs
• PPT must be adequate to access work

YEAR 10 • Planned lessons with link to video placed on TEAMs
• PPT must be adequate to access work

YEAR 9 • Planned lessons with link to video placed on TEAMs
• PPT must be adequate to access work

YEAR 8 • Planned lessons with link to video placed on TEAMs
• PPT must be adequate to access work

YEAR 7 • Planned lessons with link to video placed on TEAMs
• PPT must be adequate to access work

The details in this document are subject to change depending upon the time of the year and examination requirements

Expectations for T&L during the Pandemic regarding Student Self Isolation work and Cover Work

I am in school

↓

Put each (detailed) lesson you teach onto MS Teams so students isolating can access them.

I am NOT in school

↓

I am NOT unwell

↓

Create video lessons of you teaching for someone else to play in the lesson.

↓

Add lesson to *stream*. Copy link and send to your Head of Department

---

I am NOT in school

↓

I am unwell

If you are so unwell you are not able to set work please inform your HoD

↓ *OR* ↓ *OR* ↓ *OR* ↓

Create video lessons of you teaching for someone else to play in the lesson.

↓

Add lesson to *stream*. Copy link and send to your HoD

Pre – record your PowerPoint for someone else to play in the lesson.

↓

Email to your Head of Department

Identify the Oak National or similar video lesson to be played

↓

Email to your Head of Department

Create a detailed PowerPoint for someone else to use in the lesson.

↓

Email to your Head of Department