Remote Learning Addendum

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CHS Learning Trust *(previously: Chorlton High School)* is a Cooperative Multi Academy Trust
Registered in England and Wales number 08321679
Registered Office: Nell Lane, Chorlton, Manchester, M21 7SL

1. Introduction:

This is an overview of the Remote Learning provision and standard operating procedures at Chorlton High School which compliments the Teaching and learning Policy

2. Ensuring Access to Remote provision

All student and staff digital access has been audited. Pupils have been identified in each year group who fall under the following categories

- No access to a digital device and/or internet
- Shared access to a device which is having a negative effect on their learning and progress
- Using a phone as a digital device

The school has successfully applied for and received DFE laptops which have been issued to all disadvantaged students who fall into the categories above. Students have received training on usage and parents/carers have been engaged in the process and support. The school will continue to monitor student access.

Where digital access continues to be an issue, the school provides paper-based resources for students where appropriate.

All staff who have limited or no digital access are supported with the provision of a device during any period of self- isolation to enable them to work successfully from home.

3. CHS Distance Learning Principles

The school established Distance Learning principles aligned to the CHS Model for Learning which is evidence-based and enables the most effective teaching and learning. The principles have been reviewed by all stakeholders, including parents and students. These principles include the following
(See Appendix 1 – CHS Blended Learning Model)

- Clear instructions which outline each stage of the lesson
- Start with a review of the previous lesson/learning
- When Presenting new information, do so in small, manageable steps – with some practice after each step (small input – then do something with it)
- Obtain a high success rate - Ideally, we would see/check their performance before we move on. This can be done using online platforms/functions – Forms, Quizzes, Assignments, Chat, Seneca, GCSE Pod
- Provide models and scaffolds for difficult tasks – through visual means like teacher instructional videos
- Engage students in daily, weekly and monthly reviews

4. Interactive Platforms

Microsoft Teams has been developed during the period of school closure as the school's remote learning platform. Extensive training has been provided to students and staff to ensure the

platform can be used effectively for remote learning. There are CLASS TEAMS established so that each student has a personalised experience. Each Class Team has the following functionality

- POSTS - where teachers can communicate with their classes using a range of media.
- CLASS FILES - used to store lesson materials for every lesson which is entirely aligned to the school curriculum.
- ASSIGNMENTS - used to issue assignments such as quizzes or other tasks which students get feedback on.
- CHAT - used for communication between teachers and students. Students may use this to ask questions or submit work when working from home

MS Teams is complimented with a range of other established online platforms like SENECA, GCSE Pod and Hegarty Maths.

English, Maths, Science, MFL and Humanities have also mapped their curriculum against the Oak National lessons for all year groups.

5. Contingency Planning - CHS Distance Learning SOP

The CHS Distance Learning SOP has been co-constructed with staff and established to ensure the school is prepared for all possible tiers of opening and to provide clarity and consistency in teacher and student expectations. The plan is designed to minimise impact on learning and progress by providing an outstanding distanced learning provision. The plan has been developed based on a comprehensive review of Distanced Learning in Summer term from all key stakeholders in school. The contingency is supported with an extensive training plan for students and staff.

The plan ensures the following:

- Full curriculum alignment. A full curriculum review process in the summer term ensured a blended curriculum experience has been planned to support in class and distance learning. All daily lessons are uploaded onto MS Teams.
- Integrity of the school timetable is sustained across Tier 1 and 2
- A Live Lesson Schedule is in place for collapsed classes/large cohorts of self-isolating students (See Appendix 3 – Live Lesson SOP)
- Feedback is enabled through CHAT and ASSIGNMENTS function
- Lesson Resources are personalised to each of the student's assigned classes and updated daily.
- Additional online resources are utilised and mapped for students. All core subjects and MFL and Languages have mapped their curriculum to Oak National Academy and Hegarty Maths lessons to compliment the CHS curriculum and to provide additional instruction and explanation to students where needed.
- Clarity of expectations of staff who are working remotely.

(See Appendix 2 – CHS Remote Learning SOP)

6. CPD

Staff training needs have been audited and a training plan implemented in the use of MS Teams and in delivering the Distance Learning principles. Training was provided in key areas – like teacher modelling, creating pre -recorded lessons, delivering live lessons, providing feedback etc. A team of T&L coaches are in place to support the delivery of Live Lessons across curriculum areas. There is a bank of bespoke Distance Learning CPD materials available for staff, students and parents across all aspects of functionality and skill on MS Teams. All students received a comprehensive MS Teams training session as part of their induction return to school in September which modelled what excellent distance learning looks like and ensured full coverage of effective use of MS Teams. A significant investment in IT infrastructure has been made and will achieve improved bandwidth and hardware across the school.

7. Communication

MS Teams is being used for communication between student and teacher through the sharing of information, submission of home learning, questions/feedback etc. Form Teams and Year Teams have also been created to compliment the CHS Learning Journey and personal development curriculum.

All CPD and whole school meetings are currently being delivered via MS Teams across the school.

8. Assessing pupil progress

MS Teams is being used across the school as our Home Learning platform. Class Teams are established so that teachers can issue home learning through assignments and provide personalised feedback to students. This also allows teachers to track student progress and make appropriate interventions. This is provided throughout the self- isolation period. The Live Lesson schedule enables teachers to recreate the classroom environment and use questioning and feedback throughout. Quizzes are being used extensively across subject areas to assess pupil progress. While pupils are self-isolating, they can complete and submit work to their teachers via Assignments, through CHAT, using the Class Notebook or within the Live Lesson.

9. Supporting pupils with SEND

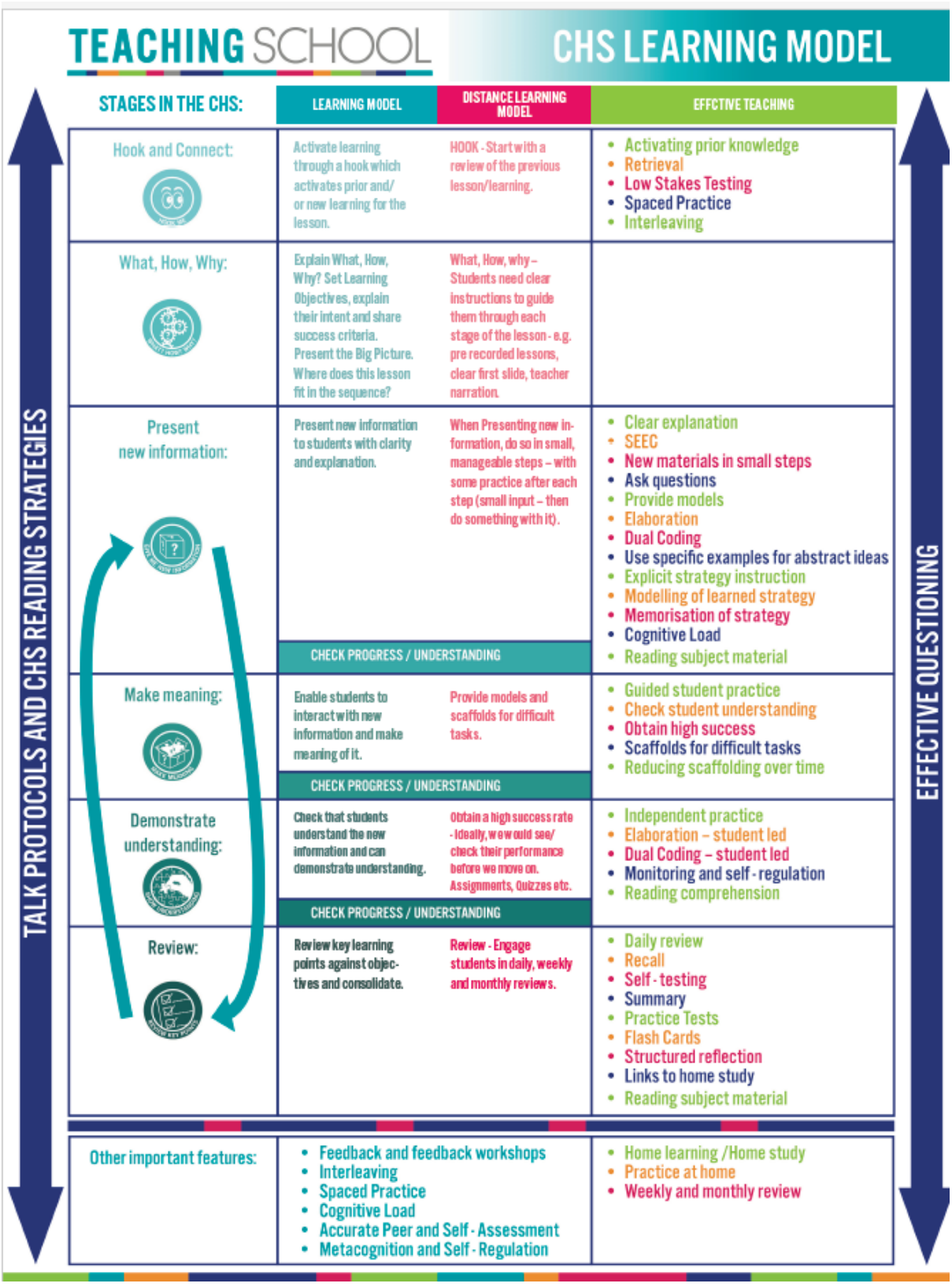
The Access and Achievement Team focus on connection, learning and progress during school closure or student self-isolation. This includes very specific student and family support. A number of support strategies are in place:

- Where possible, Teaching Assistants will make appropriate adjustments to lesson material or offer support during a live lesson setting.
- Specific additional communication and support to student and family through direct contact (phone call)
- Deliver work packs to students with specific adjustments
- Support for EAL families – e.g. translation services
- Additional technology offered where appropriate
- Training provided to all students on use of MS Teams in September with TA support.

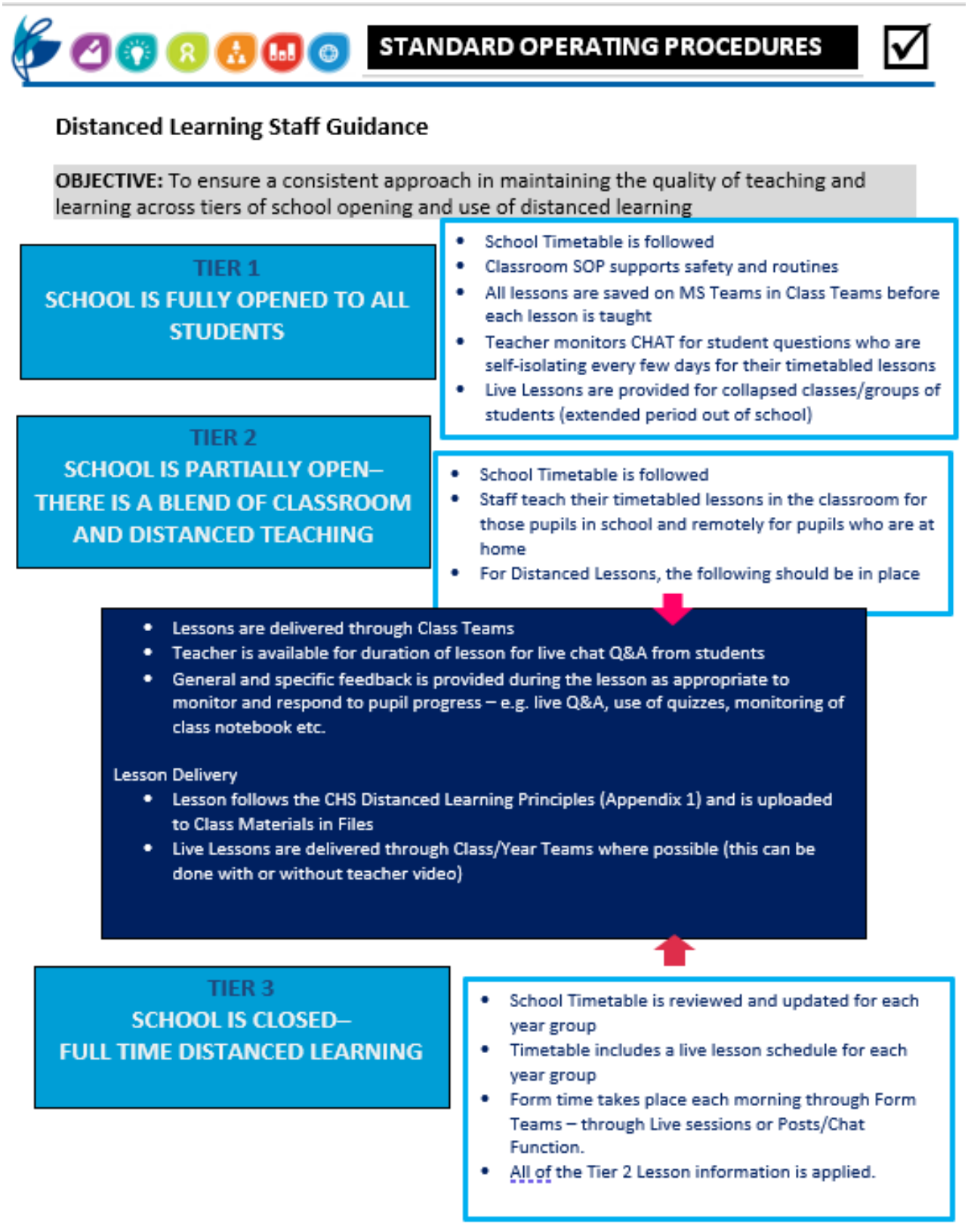
10. Parental support

The school has consulted with families throughout the Remote Learning period. This consultation has informed much of the development of the provision including the live lesson schedule, the CHAT functionality and the use of MS Teams as the home learning platform. Communication with parents is made at the beginning of the self-isolation period which outlines the Distance Learning provision. This is followed with reminder texts/emails where appropriate about the Live Lesson schedule. There is a direct line of communication established between parent and Pastoral team for the duration of the isolation period to support with any specific queries/help needed. Training and support materials on accessing live lessons, using Assignments and using CHAT are provided to parents and students. Well-being support and guidance is sign-posted through the school website and well-being checks are also made where appropriate.

Appendix 1 – CHS Blended Learning Model



Appendix 2 – CHS Distance Learning SOP



Staff who are Self-Isolating and working from home

During each scenario, there will be incidents where members of staff who are healthy will have to self-isolate and work from home for a number of days. During this time, staff must follow the guidance below:

TIER 1
SCHOOL IS FULLY OPENED TO ALL STUDENTS

- Full lessons following the CHS/Distanced Learning Model are uploaded onto Class Teams each morning and saved in the Cover Folder in Staff Shared for your daily timetable with additional guidance/explanation for the Cover Teacher, not just on the lesson but on where/how they need to collect and teach students. (see appendix 3)
- Pre-Recorded Lesson snippets are used where possible to support the delivery of your lessons in the classroom with a cover supervisor
- Live Lessons delivered to support collapsed classes/groups where appropriate
- MS Teams is used to maintain home learning and home study during absence period

TIER 2
SCHOOL IS PARTIALLY OPEN– THERE IS A BLEND OF CLASSROOM AND DISTANCED TEACHING

- The Tier 1 guidance above is followed for students who are in school
- The Tier 2 Guidance on Page 1 is followed for students who are following distanced learning at home

TIER 3
SCHOOL IS CLOSED– FULL TIME DISTANCED LEARNING

- Follow the Tier 3 Guidance on Page 1

When an individual student/small group of students need to self-isolate during Tier 1

- Attendance team use parent email template to provide information to parents. See Appendix 2
- Students follow their school timetable and access their lessons each day via Teams
- Head to School ensures student has digital access, login details and copy of timetable.
- Where digital access is an issue, the Heads of School will support the student and make work available to them
- Student may use CHAT function on Teams to ask questions to their teachers during their absence which teachers can pick up every few days.
- If classes of students are sent home, teachers deliver their lessons remotely through live lessons function
- If there are large groups of students self-isolating within a year group, attempts will be made to arrange live lesson provision where possible