

REMOTE TEACHING IN THE EVENT OF SELF ISOLATION AND/OR TEMPORARY SCHOOL CLOSURE

The purposes of this addendum are threefold:

- To outline procedures and practice for pupils in self isolation, and otherwise fit and healthy, to continue with their academic program
- To outline procedures and practice for staff in self isolation, and otherwise fit and healthy, to continue with teaching, and setting, marking and feeding back on pupil work as part of a normal academic program
- To outline procedures and practice for staff, pupils and their parents to continue with the academic program if the School has to close due to advice from the Government and/or Public Health England or similar body.

1. Remote learning for pupils who are in self isolation whilst the school is still open

Pupils required to self-isolate according to Public Health England guidance, will be provided with work from school to ensure that they do not fall too far behind.

This policy summarises the provision of remote learning for pupils in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

Pupil expectations:

- Pupils should retain structure to their working day following their normal timetable as closely as possible.
- Check Google Classrooms to see the instructions for each subject.
- Complete all set work and, if requested, to hand in via the Google Classroom.

Teacher expectations:

- It is recognised that teachers will have to cover their normal timetabled lessons and may be teaching classes for most of the day.
- They should endeavour to find time whenever possible during lessons to provide set work that covers the salient points covered (the lesson may be broadcast 'live' for KS4-5 pupils or include a 'live' element)
- Any electronic resources used in the lesson, including work sheets or PowerPoints used, should be shared with absent pupils. It is recognised that some lessons are discussion based and it is more difficult for pupils at home to benefit from this kind of activity. Alternative tasks should be set by the teacher if time allows.
- In the case of vocational subjects (BTECs), Google Meet may be used to provide feedback as required.
- In the event of a whole year group or 'bubble' being sent home, staff are expected to deliver 'live' lessons as detailed in point 4 below.

Parent expectations:

- Encourage and support their children's work, including finding an appropriate place to work, checking that set work is completed and ensuring they have some structure to the working day: start and finish times and appropriate breaks.
- Contact the pupil's form tutor/subject teacher if there are any concerns.

2. Remote teaching for staff who are in self isolation

During any such period, the school will ensure that the lessons are covered in a similar way to any other planned absence, so no-one need fall behind. This policy summarises the provision of remote teaching by teaching staff in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

If a member of staff is required to self-isolate, they are expected to:

- Follow the normal guidelines for planned absence. They should plan resources and set cover work for another teacher, who may not be a subject specialist, to follow.
- Additionally, they should mark work and give feedback remotely as per point 3 below.
- Sixth Form lessons should be delivered via Google Classroom, as these students have access to computers/phones and can work independently as required.

3. Remote teaching and learning in case of enforced school closure

If the school has to undergo enforced temporary closure due to government and/or public health guidelines, the following will apply:

Pupil expectations:

- Pupils should retain structure to their working day following their normal timetable as closely as possible.
- Check Google Classrooms to see the instructions for each subject.
- Complete all set work and, if requested, to hand in (photographs may be sent as appropriate) via Google Classroom.
- Deadlines must be met; rewards/sanctions may be given as usual. Heads of Year may be informed if there is a problem getting work in.

Teachers are expected to:

- Upload teaching materials to their Google Classrooms as required.
- Endeavour to set work equivalent in length to the lessons on their usual timetable and be available during scheduled lessons to answer any questions pupils may have via classroom stream or private comment. It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. An element of differentiation by outcome is to be expected. Extension tasks may be set if appropriate.
- For some subjects, it may be that it is more appropriate for the teacher to set one longer task that covers several shorter lessons (eg a task for the whole week). The total set work should reflect the total length of lesson time that is missed.
- Mark and feedback using appropriate means with the same regularity they would have done if in school.
- Make sure that all resources are available, including scanned pages of textbooks.
- As much as possible, use the usual rewards and sanctions such as distinctions/negatives/recognitions, and verbal praise/warnings. **Email parents if there are ongoing concerns.**

Heads of Department are expected to:

- Fulfil expectations of a normal classroom teacher.
- Regularly check in with their teams to ensure that staff are consistent in their approaches and pick up on any potential concerns early on.

- Provide support to colleagues in their teams to ensure that work is provided as required.

4. Remote teaching and learning during extended enforced closure

In addition to the expectations set out in part 3 of this document, an extended period of closure would require greater emphasis on pastoral support achieved through creating opportunities for pupil/teacher 'live' interactions.

The normal school timetable and timings of the day would be followed and every remote lesson delivered would have a live Google Meet element with pupils expected to join the meeting at the time of their lesson. Registers are to be taken for each period with attendance recorded on iSams. Pupil absences are to be followed up by the teacher (with the involvement of the Attendance Officer once two lessons are missed).

Years 1 - 3

Every lesson should have a Google Meet live introduction - even if it is just to instruct the students to go to the classwork page and watch a video or work through a piece of work. The meeting must then remain open for questions and queries from the students as and when they need clarification. These lessons can also be delivered entirely live if that is preferred, with worksheets or videos presented by sharing the teacher screen during the meeting.

Years 4 - U6

Every lesson should be live through Google Meet - these lessons should be more akin to a classroom lesson with content delivered live wherever possible. Please encourage students to interact as much as possible so that they are gaining the full benefit of the lesson.

The SEN Department is expected to:

- Connect with parents and/or pupils who receive one-to-one SEN support, during their usual allocated time, to check how they are coping with the home learning.
- Reach out to pupils/staff and provide guidance/feedback as necessary.

Parents are expected to:

- Encourage and support their children's work, including: finding an appropriate place to work, checking that set work is completed and submitted by the end of each day and ensuring that the normal school timetable for the day is followed as much as possible.
- Contact the tutor if there are any concerns.

Safeguarding Note:

This guidance document is supported by the Safeguarding Policy and addendum, which should be read and understood by all staff.