



Woolwich Polytechnic  
School for Girls

## **Remote Learning Plans**

Woolwich Polytechnic School for Girls



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## 1. Roles and responsibilities

### 1.1. Teachers

When providing remote learning, teachers must be available between 8:30 and 15:30 with one 1-hour lunch break between 12:30 and 13:30, and 20 minutes break between 10:50 and 11:10.

If staff are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. Please call Ms R Burrows before 7am and follow it up with an email to your line manager.

- When setting work, teachers are responsible for:
    - teaching 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
    - delivering sessions in their subjects according to the remote teaching timetable (please see appendix 1): 2 one-hour video lessons per week for core subjects (English, maths and science) and 1 one-hour video lesson per week for all other subjects
    - Setting all work on Ms Teams platform at least 24h in advance and informing their Subject Leader if there are any problems with uploading resources
    - Ensuring clear explanations of new content
    - Gauging how well pupils are progressing through the curriculum, using questions and other suitable tasks. The video files and other resources must be uploaded on Ms Streams (please see the step by step guide) and/or set as graded assignments on Ms Teams platform. (Zoom training has been provided in March 2020 and a refresher training will be provided by Mr B Przystawski once lockdown is announced). Each lesson must be accomplished by 2 quizzes – one at the beginning of the lesson to establish students' starting point and one at the end of the lesson to be able to assess progress made by students. Videos **must not** be uploaded to other platforms e.g. YouTube, Loom etc.
    - Informing Subject Leaders on content covered and students' progress
    - Ensuring that their resources allow pupils with limited access to devices complete the work e.g. key examples to be included in the workbooks etc.
    - Checking the quality of the video files (including sound) and resources uploaded on Ms Teams
    - Avoiding an over-reliance on long-term projects or internet research activities
    - Considering SEND students' needs when planning lessons and tasks, and ensuring they are most effectively met so they continue to make progress even if they are not able to be in school due to self-isolating
    - Using or adapting video demonstrations in practical subjects e.g. Science, DT, etc. as they can substitute well for practical work
  
  - When providing feedback on work, teachers are responsible for:
-

- Setting high quality assignments on Ms Teams so that pupils have meaningful and ambitious work
  - Assessing weekly work completed by students on Ms Teams in the assignment section, emailed photos of students' work, quizzes' results on Ms Forms and any work left in the school drop-off point
  - Providing weekly whole class feedback in a form of a video or a document published on Ms Teams addressing any misconceptions and students' strengths
  - Updating weekly online engagement tracker and informing Subject Leaders about any students who do not meet departmental expectations
  - Adjusting the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure all pupils' understanding
  - Teachers are not expected to provide personalised feedback but may decide to do so via Ms Team assignment return feature or school email
  - Informing Form Tutors and Head of Years about any students who do not meet school's expectations
- When keeping in touch with pupils who are not in school and their parents, teachers are responsible for:
- Only contacting pupils via the family landline or a parental/carer mobile phone and never directly to the pupil's mobile
  - Ensuring the parent is aware they are speaking to the pupil, for example should the pupil answer the parent/carer's mobile the staff member must ask to speak to the parent first and then the pupil
  - Using a school mobile or landline to contact pupils at home if possible. If this is not possible staff members must ensure they dial 141 before the phone number to protect their own privacy
  - Making a note of the time and date they called a pupil
  - Not answering emails outside of working hours and aim at replying to emails from students and parents/carers within 48 hours using school email. Any complaints or concerns shared by parents and pupils should be shared with line manager and **any safeguarding concerns must be reported immediately to Designated Safeguarding Lead – Ms Emma Smith ([ESmith@woolwichpolygirls.co.uk](mailto:ESmith@woolwichpolygirls.co.uk))**
  - Informing parents/carers about any underperformance of their daughter so appropriate interventions can be put in place at home
- When attending virtual meetings with staff, parents and pupils
- Ensure you are formally dressed
  - Avoid areas with background noise and ensure there is nothing inappropriate in the background
  - Any virtual meetings must be organised via Ms Teams platform only
- When attending academic review face-to-face meeting with staff, parents/carers and pupils
- Teacher to comment on student's engagement and progress during scheduled 5 minutes meetings at school
  - Ensure you are formally dressed
  - Ensure staff, students, parents and carers follow DfE guidance

- Parents/carers without booked appointments or late to their appointment will not be seen

➤ Attend whole staff briefings and professional development sessions

Please note: should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

## 1.2. Teaching Assistants

When assisting SEND students with remote learning, teaching assistants must be available between 8:30 and 15:00 with one 1-hour lunch break between 12:30 and 13:30, and 20 minutes break between 10:50 and 11:10.

If you are unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure to Ms R Burrows before 7am and follow it up with an email to your line manager.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in school with learning remotely
  - Teaching assistants to support students allocated by SENCO using shared strategies and plans
  - Communicate regularly with teachers and SENCO, and inform them about the progress made by students
- Attending virtual meetings with teachers, parents and pupils if required
  - Dress code - formal
  - Staff to avoid areas with background noise and to ensure there is nothing inappropriate in the background
  - Any virtual meetings must be organised via Ms Teams platform only
- Attending whole staff briefings and professional development sessions

## 1.3. Subject Leads

Alongside their teaching responsibilities, subject leaders are responsible for:

- Creating 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
- Ensuring all students have access to high quality remote education resources
- Ensuring all staff in their department are using Ms Teams only in order to allow interaction, assessment and feedback
- Training staff in their department on how to use Ms Teams and other necessary online tools/software
- Providing printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Changing the subject curriculum to accommodate remote learning

- Checking quality of recorded videos and created resources so they are of high quality, fit for purpose and helping all students (including SEND) make good progress while learning at home
- Working closely with SENCO to ensure good provision for SEND students
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other Subject Leads and Senior Leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject through weekly online meetings with teachers and by reviewing work set on Ms Teams and other platforms if appropriate
- Monitoring students' engagement through online engagement tracker and ensuring the tracker is up to date
- Analysing available data e.g. weekly quizzes, online engagement, interim assessments and communicate with parents/carers of underperforming students so appropriate interventions can be put in place
- Alerting teachers to resources they can use to teach their subject remotely
- Deciding what material is most appropriate for on-site and remote education. when teaching pupils remotely as part of a rota system

#### 1.4. Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Maintaining an up-to-date record of which pupils and families do not have device or internet access
- Purchasing additional devices or textbooks (if needed) so all students have access to high quality remote learning
- Co-ordinating the remote learning approach across the school
  - Responsibility for Teaching and Learning – Ms Sara Seal
  - Responsibility for Assessment and Online Learning – Mr Blazej Przystawski
  - Responsibility for Pastoral and Safeguarding – Ms Emma Smith
- Monitoring the effectiveness of remote learning through weekly meetings with teachers and Subject Leaders,
- Reviewing work set
- Reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Checking if vulnerable children are able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so
- Ensuring that IT training is regularly refreshed with teachers and other members of school community
- Setting up school drop-off points for students' work if needed.
- Organising group seminars, briefings using platforms such as Zoom, or one-to-one telephone calls where necessary, to inform parents and elicit their support
- Organising on site provision for vulnerable and key workers' children
- Monitoring staff wellbeing and workload

## 1.5. Designated Safeguarding Lead

Online or offline, effective Safeguarding requires a whole-school approach. The school's designated safeguarding lead (DSL) is responsible for reviewing this guidance and creating school closure amended safeguarding policy.

The DSL is responsible for:

- Providing support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate
- Ensuring all online interactions are in-line with the School's Safeguarding Policy and Keeping Children Safe in Education document (September 2020)
- Reminding staff of their safeguarding obligations and school's Code of Conduct
- Managing any safeguarding incidents or potential concerns according to the School Policies during school closure
- Ensuring all pupils know who they can contact within the school for help or support during the school closure
- Checking up regularly (depending on needs) on students who are within DfE's definition of vulnerable
- Communication with school nurses - important for safeguarding and supporting wellbeing
- When a vulnerable child is asked to self-isolate, [DSL] should notify their social worker (if they have one). [DSL] should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

You will find more details in our school's child protection policy and amended school closure safeguarding policy.

## 1.6. SENCO

Alongside their teaching and Subject Leader responsibilities, Mrs S Dizel-Cubuca ([SDizel-Cubuca@woolwichpolygirls.co.uk](mailto:SDizel-Cubuca@woolwichpolygirls.co.uk)) our SENCO is responsible for:

- Working with families to deliver a broad and ambitious curriculum for SEND students who may not be able to access remote education without adult support
- Co-ordinating remote learning for children with SEND across the school and putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers

- Monitoring students' engagement and progress through the online engagement tracker
- Managing work of teaching assistants and allocating students they should support during school closure
- Organise and lead weekly departmental meetings
- Supporting teachers and Subject Leaders with delivery of subject curriculum and helping them to adapt resources to students' needs during school closure. "It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible."

"Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names." DfE 2/10/2020

## 1.7. Head of Years

Alongside their teaching responsibilities, Head of Years are responsible for:

- Monitoring students' engagement and progress through the online engagement tracker
- Monitoring weekly form tutors' contact pyramids by checking the pyramid spreadsheet and dealing with any concerns
- Supporting Form Tutors in their roles during the school closure
- Organising weekly Tutor Team meetings
- Delivering weekly online assemblies – "It is important that these aspects of school life are maintained during any period of disruption."
- Monitoring daily tutor time meetings on Ms Team from 8:45 – 9:00
- Ensuring that any complaints or concerns shared by parents and pupils are dealt with in a timely manner and that any safeguarding concerns are reported immediately to the DSL – Ms Emma Smith
- Rewarding students during assemblies for excellent engagement or outcomes. This could be also emailed to all parents and pupils, or posted to those without digital access
- Reaching out for feedback from pupils and parents

## 1.8. Form Tutors

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, tutors (under the guidance of the Senior Leadership Team) should check in weekly to monitor both academic progress and their general wellbeing. Tutors will be expected to pass on feedback to Senior Leadership Team, particularly if there are any concerns or a lack of communication.

Alongside their teaching responsibilities, Form Tutors are responsible for:



- Attending daily tutor time meetings on Ms Team from 8:45 – 9:00 and weekly online assemblies
- Contacting parents/carers weekly according to the form tutor contact pyramid and ensuring that the document is up to date. “Where individuals who are self-isolating are within DfE’s definition of vulnerable, it is important that [form tutors] keep in contact with them weekly.”
- Raising any concerns / issues to appropriate Head of Year and **reporting any safeguarding concerns immediately to the DSL – Ms Emma Smith** ([ESmith@woolwichpolygirls.co.uk](mailto:ESmith@woolwichpolygirls.co.uk))
- Monitoring engagement and progress of students in their form group through the online engagement tracker and communicating underperformance to parents/carers during weekly phone calls
- Attending parent – tutor progress review meeting in case of school closure
- Supporting students who struggle with home learning and helping them to get back on track through personalised action plans

“Frequent contact between pupils and teachers is crucial” DfE 2/10/2020

## 1.9. IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect students’ work
- Helping staff and parents/carers with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices
- Preparing devices for students who have no access to computer at home and keeping track of devices landed to students and teachers. “Prepare laptops and chargers to identified families with any usage or loan agreements necessary to help safeguard school property”.
- Preparing step by step guides and tutorial videos for parents, staff and students on how to use our IT systems in case of school closure
- Updating information on our school’s website in case of school closure
- “Ensuring that training is regularly refreshed with teachers, and that appropriate trouble-shooting support is available where needed, so that transfer to the remote environment can happen seamlessly when needed.” DfE 2/10/2020

## 1.10. Pupils and parents

### 1.10.1. Expectations of pupils

Assuming that a student is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process, watching relevant pre-recorded sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Learners will also be expected to read and

respond to communication from the school (e.g. an email from a form tutor) on a regular basis.

Learners should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. If learners or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a learner's overall workload (e.g. a learner feels they are overwhelmed or falling behind), these should be directed to the learner's Head of Year and/or Form Tutor.

Teachers must work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school. The school does not expect learners to have access to any specialist equipment that would usually be provided by the school (e.g. science or art).

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers and to the best of their ability
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work

## 1.10.2. Expectations of parents/guardians

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms (Ms Teams) will work on all devices. Should accessing work be an issue, parents/carers should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it – all key information and support guides can be found on our school's website in the Home Learning section (<https://www.woolwichpolygirls.com/home-learning/239.html>)
- Be respectful when making any complaints or concerns known to staff – we try to respond to all emails within 48h. **Any safeguarding concerns must be immediately reported to the Designated Safeguarding Lead – Ms Emma Smith ([ESmith@woolwichpolygirls.co.uk](mailto:ESmith@woolwichpolygirls.co.uk))**

## 1.11. Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and is in line with DfE guidance
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## 2. Who to contact

If staff have any questions or concerns about remote teaching/learning, they should contact Mr Blazej Przystawski ([bprzystawski@woolwichpolygirls.co.uk](mailto:bprzystawski@woolwichpolygirls.co.uk))

Issues in setting work, please talk to the relevant Subject Lead:

▪ English	Miss A Shadbolt	<a href="mailto:AShadbolt@woolwichpolygirls.co.uk">AShadbolt@woolwichpolygirls.co.uk</a>
▪ Maths	Mr G Adomako	<a href="mailto:GAdomako@woolwichpolygirls.co.uk">GAdomako@woolwichpolygirls.co.uk</a>
▪ Science	Ms L Osbourne	<a href="mailto:LOsbourne@woolwichpolygirls.co.uk">LOsbourne@woolwichpolygirls.co.uk</a>
▪ Geography	Miss E Parrott	<a href="mailto:EParrott@woolwichpolygirls.co.uk">EParrott@woolwichpolygirls.co.uk</a>
▪ History	Miss A Cleland	<a href="mailto:ACleland@woolwichpoly.co.uk">ACleland@woolwichpoly.co.uk</a>
▪ MFL	Mrs P Alamu	<a href="mailto:PAlamu@woolwichpolygirls.co.uk">PAlamu@woolwichpolygirls.co.uk</a>
▪ Art	Miss S Lyle	<a href="mailto:SLyle@woolwichpolygirls.co.uk">SLyle@woolwichpolygirls.co.uk</a>
▪ Computing	Ms L Tipper	<a href="mailto:YTipper@woolwichpolygirls.co.uk">YTipper@woolwichpolygirls.co.uk</a>
▪ Design and Technology	Mrs L Almond	<a href="mailto:LAlmond@woolwichpolygirls.co.uk">LAlmond@woolwichpolygirls.co.uk</a>
▪ Drama	Mrs. H. Azman	<a href="mailto:HAzman@woolwichpolygirls.co.uk">HAzman@woolwichpolygirls.co.uk</a>
▪ Music	Ms J Stamp	<a href="mailto:JStamp@woolwichpolygirls.co.uk">JStamp@woolwichpolygirls.co.uk</a>
▪ PE	Mrs Z Hodgson	<a href="mailto:ZHodgson@woolwichpolygirls.co.uk">ZHodgson@woolwichpolygirls.co.uk</a>

Issues with behaviour, please talk to the relevant Head of Year

- Year 7 Mr M McLeggan ([MMcLeggan@woolwichpolygirls.co.uk](mailto:MMcLeggan@woolwichpolygirls.co.uk))
- Year 8 Mr T Leadbetter ([TLeadbetter@woolwichpolygirls.co.uk](mailto:TLeadbetter@woolwichpolygirls.co.uk))

Issues with IT systems, please email [Helpdesk@woolwichpoly.co.uk](mailto:Helpdesk@woolwichpoly.co.uk)

Issues with their own workload or wellbeing – please talk to your line manager

Concerns about data protection – talk to the data protection officer Mrs. K. Scott ([KScott@woolwichpoly.co.uk](mailto:KScott@woolwichpoly.co.uk))

Concerns about safeguarding – talk to the DSL Ms Emma Smith ([ESmith@woolwichpolygirls.co.uk](mailto:ESmith@woolwichpolygirls.co.uk))

## 3. Data protection

### 3.1. Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Log on to OneDrive, n: drive and SIMS using the step-by-step guide created by IT department
- Be careful when handling sensitive data

Learners will be provided with a school email address to avoid any issues regarding GDPR, there will be no expectation for parents/carers or learners to provide their own email addresses for use.

### 3.2. Processing personal data

Staff members may need to collect and/or share personal data such as students' names, their email addresses and their parents'/carers' email addresses, tutor-parent contact pyramid file and online engagement tracker as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

### 3.3. Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## 4. Safeguarding

“Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- [safe remote learning](#), published by SWGfL

- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [safeguarding and remote education during coronavirus \(COVID-19\)](#)
- annex C of [keeping children safe in education](#)"

In the event of a school closure, pupils, parents, carers and teachers are reminded that the School's Child Protection and Safeguarding Policy still applies to all interactions between pupils and staff. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Staff, parents and carers can find most up to date School's Safeguarding Policy and coronavirus addendum to our Child Protection Policy on our school website. <https://www.woolwichpolygirls.com/safeguarding/164.html>

"Pupils who will be unable to engage effectively in remote education at home due, for example, to a lack of devices or quiet space to study, might be considered vulnerable (at local discretion) and therefore able to attend full-time on-site provision."

### **Technological considerations:**

- When using online learning, teachers must consider which pupils will be excluded from participating due to a lack of technological devices or a poor internet connection speed. If some pupils are unable to participate teachers must consider what reasonable alternative they can provide. Teachers must consider the benefits of providing online learning for some at the expense of the exclusion of others and work to minimise inequity
- Teachers must consider which websites and activities they signpost to pupils carefully, remembering that online access on school devices will have internet content filtering systems in place that are unlikely to be replicated in the home environment. Pupils may be inadvertently exposed to inappropriate content or advertising.
- Teachers must be mindful that pupils do not incur surprising costs, e.g. mobile data access charges. Consider that video utilises significant amounts of data.
- Teachers must consider the working memory of pupils and be aware that learning to use new technology will detract from pupil ability to access the lesson content. Teachers should consider providing tutorials or instructions in advance of lessons and consider how they will provide logistical support in a way which avoids disruption during the teaching
- Consider the security of devices, in particular cameras and microphones
- If possible, teachers should avoid using personal devices to provide interactive lessons, and use school provided equipment. When this is not possible teachers are advised to contact students through the school's remote access system and school email account.
- Teachers must never share their personal email addresses or phone numbers with students

- The teacher must read the latest guidance on the use of the software being used. If no guidance exists, then the software must be trialled first and draft guidance developed.

“It is essential for staff, and preferable for pupils, to use school email addresses.”

Any live contact between students and staff must only take place through official school channels. This includes emails from students to teachers, which should only be sent from students' [xxxxxx@woolwichpolygirls.co.uk](mailto:xxxxxx@woolwichpolygirls.co.uk) email address.

## 5. Monitoring arrangements

This policy will be reviewed yearly by Mr Blazej Przystawski, Assistant Headteacher in charge of Remote Learning. At every review, it will be approved by the governing body.

## 6. Links with other policies and documents

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- <https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions#remote-education>
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/923539/Remote Education Temporary Continuity Direction - Explanatory Note.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote_Education_Temporary_Continuity_Direction_-_Explanatory_Note.pdf)
- <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>
- Coronavirus - Temporary continuity directions etc: education, training and childcare <https://www.thegazette.co.uk/notice/3642261>
- <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>
- <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>



## Year 7

Day	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:45-9:00</b>	Form Time	Form Time	Form Time	Form Time	Form Time
<b>9:05-10:05</b> <b>10:10-11:10</b>	English Drama	Maths Art	Science English	Maths PE	Science Music
<b>11:10-11:30</b>	Break	Break	Break	Break	Break
<b>11:30-12:30</b>	Geography	Computing	EBC	DT	History
<b>12:30 -13:30</b>	Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
<b>13:30-14:00</b>	Reading (30 mins)	Reading (30 mins)	Reading (30 mins)	Reading (30 mins)	Reading (30 mins)
<b>14:00-15:00</b>	Catch-up Session	Catch-up Session	Catch-up Session	Catch-up Session	Catch-up Session

## Year 8

Day	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:45-9:00</b>	Form Time	Form Time	Form Time	Form Time	Form Time
<b>9:05-10:05</b> <b>10:10-11:10</b>	Science Music	English Drama	Maths Science	English Art	Maths PE
<b>11:10-11:30</b>	Break	Break	Break	Break	Break
<b>11:30-12:30</b>	History	Geography	EBC	Computing	DT
<b>12:30 -13:30</b>	Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
<b>13:30-14:00</b>	Reading (30 mins)	Reading (30 mins)	Reading (30 mins)	Reading (30 mins)	Reading (30 mins)
<b>14:00-15:00</b>	Catch-up Session	Catch-up Session	Catch-up Session	Catch-up Session	Catch-up Session



## LINKS TO PROFESSIONAL LEARNING READINGS AND VIDEOS ON REMOTE TEACHING

- Doug Lemov interview in which he outlines the key principals he feels create effective remote teaching practice:  
<https://www.youtube.com/watch?v=tOCDRSRLN5w&feature=youtu.be>

### **Videos and field notes from the TLAC blog focusing on remote teaching:**

- Mastering remote teaching– intro:  
<https://teachlikeachampion.com/blog/mastering-remote-teaching-intro-two-types-of-learning/>
- Connecting and communicating through video:  
<https://teachlikeachampion.com/blog/our-first-round-of-videos-of-online-teaching/>
- Introducing “pause points” in video/remote teaching:  
<https://teachlikeachampion.com/blog/pause-points-a-clip-from-sara-sherrs-online-classroom/>
- Example of a planned, live online lesson:  
<https://teachlikeachampion.com/blog/alex-barbas-bio-class-an-example-of-a-synchronous-online-lesson/>
- Feedback and accountability loops:  
<https://teachlikeachampion.com/blog/feedback-and-accountability-loops-for-online-classes/>
- Example of a planned, pre-recorded video lesson:  
<https://teachlikeachampion.com/blog/online-lessons-george-bramley-wins-the-battle-of-hastings/>
- Accountability and feedback online:  
<https://teachlikeachampion.com/blog/accountability-and-feedback-online-one-big-questions-is-when/>
- Using Cold Call in a live online lesson:  
<https://teachlikeachampion.com/blog/knikki-hernandez-engages-students-online-with-three-types-of-cold-call/>
- Reading aloud in online lessons: <https://teachlikeachampion.com/blog/is-reading-aloud-relevant-in-an-online-classroom-yes-these-videos-prove-it/>

### **RESEARCHeD PRESENTATIONS**

- These links can be accessed through Teams and are also saved under the Files tab in the Professional Learning group
- Paul Kirschner: Tips for effective teaching from a distance
- Harry Fletcher-Wood: How to get students to turn up to remote learning
- Caroline Spalding: Re-motivating students
- Stuart Kime: Distance learning by MCQ

### **BLOGS AND ARTICLES**

- Daisy Christodoulou: Why remote learning hasn't worked before and what we can do to change that  
<https://daisychristodoulou.com/2020/03/remote-learning-why-hasnt-it-worked-before-and-what-can-we-do-to-change-that/>
- Daisy Christodoulou: The challenge of remote teaching is the challenge of all teaching <https://daisychristodoulou.com/2020/04/the-challenge-of-remote-teaching-is-the-challenge-of-all-teaching/>

## Appendix 3

### **Guidance for students – online lesson etiquette**

- In advance of the lesson, set up your space. This should be somewhere quiet, preferably with a neutral wall behind you and must not be in your bedroom
- Make sure you are dressed appropriately
- Warn others in your house you are about to go online
- Make sure you're muted when not talking
- Respect others
- Ask questions using chat
- Think before you write
- Use the raise your hand feature if you want to ask a question live
- Always use formal language

The first priority for teachers and teams is to decide what content can and should be delivered whilst school is closed. As far as possible, work set should focus on review, retrieval practice and practical application of previously taught knowledge and skills. If you feel it is necessary to teach new content, please consider carefully how you plan to address misconceptions or gaps when students return to school. Teachers are encouraged to work together (remotely) to discuss, debate and plan their curriculum changes.

**Stage 1** - The following questions may help to initiate conversations:

- Look at your curriculum map. What should you prioritise review of and why? Are your choices appropriate?
- What does this mean you leave out? Will it need to be covered later? When will that be?
- How should you space out the content? Can you interleave content?
- How will you arrange signpost to students how this content fits into their learning of the whole subject?
- What resources do you need to provide for students? Is it possible? Are these available or do you need to make them? Who has time/capacity to do it?
- What work should pupils produce? What will good quality work look like? Do you have or do you have time/resources to create models to share with students?
- How will you work further retrieval of this content into the curriculum once pupils return to school?

**Stage 2** - CURRICULUM REVIEW

The next stage will be to review your current curriculum map with a critical eye and consider what needs to be adapted ready for when we return to school. Questions leaders can debate with their departments are:

- What should we choose to teach and why? What does this mean we leave out? Are our current/proposed choices appropriate? What might we be missing?
- How should we sequence the content? How will we arrange and signpost to pupils the links and coherence between content in order to build effective schema?
- How will different colleagues be involved in the development of the curriculum? What expertise can we draw on? What professional learning needs do we have and what development is available in our subject? Is anything available online whilst schools are closed? Can we arrange anything amongst ourselves to deliver whilst schools are closed?
- Who will create the curriculum resources and how will we ensure curriculum resourcing and materials are of a consistently high standard, and work to make the composite parts of the curriculum work as a whole?
- How will we assess the curriculum? What should formative and summative assessment look like in our subject? What records should we keep and

what should we focus on in our Pupil Progress meetings?

- What would good quality teaching of our curriculum look like?
- What would good quality pupil books look like?

1. I will only use ICT systems in school/home, including the internet, e-mail, digital video, mobile technologies, for school purposes.
2. I will only use my school e-mail address for school related things.
3. I will not attempt to bypass any computer or user account restrictions to access confidential or otherwise restricted information on the school network.
4. I will not try to bypass the internet filtering system.
5. I will make sure that all electronic communications with pupils, teachers or others are responsible and sensible.
6. I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
7. I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
8. I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring them into disrepute.
9. I will follow the school approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the school community
10. I will respect the privacy and ownership of others' work on-line at all times.
11. I will ensure that I am always dressed appropriately, and I will warn others in my house I am about to go online
12. I understand that all my use of the Internet and other related technologies will be filtered, and can be monitored, logged and made available to teachers, to protect me and others and the integrity of school systems.
13. I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied, and my parent/ carer will be contacted.

Student Name: \_\_\_\_\_

Signed Pupil: \_\_\_\_\_

Signed Parent/Carer: \_\_\_\_\_

Signed Form Tutor: \_\_\_\_\_

Date: \_\_\_\_\_