



**Policy:** **KLA Remote Learning Protocol**

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## **Basis for Protocol**

*Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision'. (DFE 2020)*

*This protocol has been written in line with the template provided by the DfE on December 15<sup>th</sup> 2020*

*'Providing remote education information: template for schools'*

## **Context and Background**

We use a number of online learning platforms to enhance pupils' learning in normal times. They cover every subject we teach and offer resources which are specific for the exam boards we use. They are highly-effective learning tools which can be used on a variety of different devices, phones, tablets, etc. These platforms are ideal for independent study, for pre-learning topics prior to lessons and, of course, they are an excellent way to revise for exams.

With the expectation placed upon schools by the DfE to provide high-quality provision, aligned to our carefully mapped curriculum as closely as possible, these platforms formed the basis of the KLA online learning offer during the first period of extended school closure in Spring / Summer of 2020.

Upon return to school in September 2020, KLA staff worked hard to learn the lessons of the closure to ensure that provision for pupils who may need to work from home as a result of possible coronavirus outbreaks locally or self-isolation requirements. In particular, the team worked to improve our technical capabilities for live delivery of lessons via the Microsoft Teams application, trialling approaches on-site during the early part of the academic year.

Following this work, the KLA approach to remote learning was updated for January 2021, in time for the further school closure announced on 4<sup>th</sup> January 2021, with the expected method of lesson delivery for almost all subjects to be predominantly through live lessons on the MS Teams app.

## **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

The key immediate message is that our school has not been closed!

All lessons move to immediate remote learning delivery via Microsoft Teams, providing a high standard of learning moving through the curriculum as we would if our children were at school. We utilise the video conferencing facility in Microsoft teams, so pupils will see their teachers every lesson, albeit virtually. All pupils are expected to attend remote learning classes, following their normal timetable, unless an alternative arrangement has been agreed with a child's Head of Year in advance. The school tracks pupil engagement in remote learning via a register when joining the lesson and the completion of submitted tasks on GO4 Schools. In the event that we find a failure to submit work, parents will be contacted by a member of the team at KLA. All work should be submitted electronically for the deadline set.

**Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects, for example, subjects such as PE, art, design and technology and science, where this is more challenging and would normally include significant elements of practical work. In the live classroom pre-recorded and video demonstrations will be produced to support this. Where it is possible to be confident that certain practical activities can be carried out by pupils at home with minimal supervision (e.g in DT Food and PE) these are set, with photographic evidence of completion often being appropriate.

**How long can I expect work set by the school to take my child each day?**

The school follows its usual timetable during closure, and pupils will be provided with a full 5 hours of learning per day, in line with current DfE guideline. This represents a full day of lessons every day.

Following parental consultation, we have taken the decision to remove our usual expectations of homework and out of class learning, as the delineation between classwork and homework clearly currently cannot be discerned, and has potential to cause confusion for pupils and difficulty for parents.

**How will my child access any online remote education you are providing?**

Go4Schools is the main platform for setting of pupil work, with other tasks being set in lessons using MS Teams (often via the 'assignment' tab)

Microsoft teams is used by teachers to deliver lessons remotely to pupils in their homes.

**Subject specific online tools**

MFL - Quizlet, SAM learning, thisislanguage.com and Pearson Active Learn

Science- Oak National Academy, BBC Bitesize and Kerboodle

Humanities- GCSE Pod, SAMS Learning

PE- YouTube

English- GCSE Pod

ADT- SAM Learning, BBC Bitesize and YouTube

Maths- Hegarty Maths

PSHE- Oak National Academy

GCSE Sociology & GCSE RE- Seneca Learning

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

All parents were contacted via email (ParentMail) on more than one occasion. Parents were given the opportunity to request a laptop if required for their child's home learning. To date there have been over 140 laptops distributed that have been so far received from the Department for Education, we are waiting to see if we can request more at the time of writing.

Dongles have also been made available for those who have poor/no internet connection at home. These have been managed on an individual request using the same email address as above or personal contact through Heads of Year.

With arrangements made through Heads of Year all printed work or work that has been adjusted for individual pupils needs has been sent home directly to that pupil, and will be updated weekly.

With the distribution of laptops/dongles there are very few pupils that are not able to submit work online either via Teams, Go4Schools or Email. If this is still not possible pupils will be contacted by their Head of Year and will be able to drop work into the academy or post it for the work to be assessed.

### **How will my child be taught remotely?**

We use a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons), with face-to-face teaching, ability for immediate interaction and feedback, and electronic submission of work.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers / use of You Tube videos)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

### **Engagement and feedback**

We have tried to keep things as simple for pupils and parents as possible, and fully appreciate the extra difficulties that the necessity for remote education causes for parents who have already many things to manage on a daily basis. We urge parents not to expect themselves to be able to take on the role of full-time teaching on top of those other commitments, and to have confidence that the staff at KLA will be able to manage this set of circumstances as well as possible.

KLA staff will monitor pupils' engagement in lessons during their time at home, and we will make supportive check-in contacts with all pupils during the period of closure, with those pupils who appear to be struggling most having more regular contact from school than those who appear to be managing the situation successfully. If we become aware that any pupil's access to education is being restricted by the closure (either because of lack of available technology, internet access or individual lack of engagement) we will offer those pupils a place to attend school to help overcome this.

### **Expectations for pupils' engagement with remote education**

- Be contactable during the school day – although we appreciate that they may not always be in front of a device the entire time.
- Attend live lessons scheduled and engage in learning with the same engagement and enthusiasm expected in school.
- Abide by the rules set by class teachers for use of teams – especially with regard to the use of the chat mode
- Complete work to deadlines
- Seek help whenever necessary.

### **Expectations of parental support, for example, setting routines to support your child's education**

- Make the teacher aware if they are unsure how to use Microsoft teams – parental understanding of the scale of the learning curve staff are managing with regard to MS Teams will be gratefully appreciated!
- Alert teachers if pupils are not able to complete work, or need any further support
- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it – Heads of Year should be the first point of contact for any queries or concerns, and they are expert at solving these
- If any password / login / access issues arise, please email the colleagues on the data team who have the quickest way to deal with these. They can be reached on [data@kla.eastern-mat.co.uk](mailto:data@kla.eastern-mat.co.uk)

### **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

Pastoral staff at KLA will begin contacting those parents whose children have not been able to / not tried to log-in to lessons, to try to offer any support we can for those families from the first week of closure.

Online attendance registers will be maintained for all remote lessons, and shared with Heads of Year. Heads of Year will contact parents of those pupils not attending virtually to make sure that support can be provided if necessary, as well as to inform parents who may not be at home and may not be aware that their children are not engaging fully. A log will be kept of these contacts and actions. Where engagement does not improve, despite such support, we will offer parents the opportunity to send their child into school as a vulnerable pupil, to help ensure that the pupil does not fall behind educationally as a result of closure.

If the issue is a technological barrier, then we can offer those pupils the opportunity to attend lessons on-site under the most recent government guidelines, to ensure that they do not miss out on critical days of education.

### **How will you assess my child's work and progress?**

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. Our approach to feeding back on pupil work will depend on the subject and the type of work being assessed. All work will be submitted electronically and feedback will also be done virtually. This could take the form of whole-class feedback. Additional support for pupils with particular needs

### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example some pupils 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 pupils.

- Teachers will plan, as they usually would, for the students they are teaching, taking into consideration the needs of their students.
- Regular, additional, contact from the DSEN team to ensure that students are supported and comfortable with the arrangements for accessing remote education.
- Students in year 7 and 8 who usually receive the majority of their education in CUB have been offered a place at school. If a student is unable to use this place they will be provided with a pack of work that can be completed at home.
- Teachers, the DSEN and Pastoral teams will be available to be contacted by parents and students to answer any queries they have about remote lessons.

### **How are Teaching Assistants working during this period to support students with DSEN?**

- Teaching Assistants will be working to support students throughout the period of remote learning. They will be working in the following ways in order to support those with DSEN:
- Face to face teaching with those year 7 and 8 CUB students who have taken up the offer to be in school.
- Support of those EHCP students attending school in the keyworker/vulnerable provision. The team will ensure that they, and the teacher that is working with them, are supported to access remote learning and to successfully take part in the lessons.
- Support for EHCP students who are working at home through at least weekly contact, this is in addition to any contact being made by form tutors and other specialist teams across the school.
- Support for SEN support (K) students with regular contact weekly or fortnightly, dependent upon the level of need. This is addition to any contact being made by form tutors and other specialist teams across the school.
- Teaching Assistants working within other teams such as Forward Step will be working to support the students they work with both face to face and over the phone.

## APPENDIX

### **Subject-Specific Remote Education Provision**

#### ***English***

English teachers will set work in accordance with planned curriculum lessons using Teams and G4S as back-up, if needed. They will do this whether working from home or school. Each lesson will contain some exposition and some extended written work.

Teachers teach their own classes in KS4, with some grouped classes in KS3 as per the KLA staffing plan rota.

This term's curriculum

Year 7 A Midsummer Night's Dream (Mon, Tues) Writing for Pleasure (Thurs)

Year 8 The Tempest (Mon, Thurs) WfP (Fri)

Year 9 War and Conflict Poetry (3 lessons) WfP (1)

Year 10 Power and Conflict Poetry

Year 11 Connecting the skills- what, how, why lessons

#### ***Maths***

Across the department the following platforms will be used to help facilitate the learning expected of our students:

- Planned maths lessons via PowerPoint delivered to all pupils live on Teams
- Go 4 Schools (if Teams is not working)
- Hegarty maths (further explanatory questions and videos, with exercises to support pupils' mastery of content)
- White Rose (self-access support videos)

#### Key Stage 3 & 4

Key Stage 4 students will be taught normal planned lessons adhering to the planned SOW on the timeline. These will be delivered via PowerPoint on Teams. Staff have planned questions in line with normal working procedures. In order to track questions completed, when necessary, staff will set work on Hegarty maths to be completed in the time allocated for the lesson.

Predominantly questions are currently being asked in a closed fashion, making full use of the hand up function in Teams. Staff are unmuting students if there is a specific issue, while also responding to the chat function (either direct or group) on another screen (laptop or phone) in real time.

When tracking work, Hegarty maths will be used.

#### Differentiation

All lessons are being differentiated in the normal way, with use of planned questions.

Students requesting printed work

Students who have requested written work in hard copy have done so through HOY. These requests have been met.

## **Science**

We aim to stream live lessons through TEAMS. Science Mastery is a very teacher led course and clear exposition will be critical via Teams teaching

A backup offer if needed through go4schools for students unable to access TEAMS. The backup offer could consist of a lesson from OAK National Academy that matches the live lesson that are currently being delivered. This should include a request for a feedback email from the student – to ensure that they understand the work and can access it.

The remote work set will be accessible for students and must meet their needs. This is especially important for students who are SEN or of lower academic ability

In KS4 Oak National Academy materials are based on the AQA combined science course and will be used as an additional resource to support GCSE pupils.

In KS3 Oak National Academy lessons can be used to shadow the Science Mastery course where students are unable to access TEAMS.

Resources:

- Adapted Lesson materials – Powerpoints and Worksheets
- Kerboodle – online textbook and worksheets
- Oak National Academy
- <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/science>
- <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4>
- BBC Bitesize.
- Youtube – Cleapps channel for practical work
- Microsoft Forms – online quizzes
- No internet: Science Mastery worksheets, Kerboodle Textbook, Pixel Know it and Grasp it.

The Science Department at KLA contributed to a best-practice guide for Science remote learning following the first lockdown. We take careful account of the recommendations and findings from that report (**STEM LEARNING: Teaching for Home Learning: Secondary Science**)

## **Humanities**

Across the department the following platforms will be used to help facilitate the learning expected of our students:

- MS Teams lesson delivery for class timetabled lessons
- Go 4 Schools
- GCSE Pod
- Seneca
- Dynamic Learning

## **Key Stage 4**

Pupils will be invited to participate in live MS Teams lessons as the main delivery vehicle for their education when unable to attend lessons in person



In addition, Key Stage 4 students will have access to an electronic copy of the textbook from Dynamic Learning or scanned copies of the relevant pages. This will be used in conjunction with the PowerPoints that accompany each lesson to complete the work that has been set.

In the first instance, should a student not complete the work that has been set a follow up email will be sent to the student and parents by the teacher checking that they have been able to access the material and that there are no issues. The form tutor and Head of Year will be included in this communication.

If no response is received the weekly sheet for contact will be checked to see if contact has been made. If it has then the form tutor will be emailed to provide an update on what is happening. If contact has not been made the Head of Year will be asked for any update before making the teacher makes a phone call.

Work that is submitted will be kept safe in a relevant online folder. Feedback will consist of whole class feedback as would be expected under normal circumstances.

### Key Stage 3

All pupils will be expected to participate in lessons live, according to their current school timetable on MS Teams. Key Stage 3 students also will complete work set from the core textbooks which predominately involves key reading followed by questions which are checking for understanding.

If students are not engaging with the material or are failing to complete the work then in the first instance a follow up email will be sent to the student and parent / guardian by the teacher checking that they have been able to access the material. The form tutor and head of year will be included in this communication.

If no response is received the matter will be addressed to the form tutor who is carrying out weekly phone calls. Staff in the department will not be calling these students unless there has been a direct request from the form tutor, Head of Year or other appropriate member of staff due to the vast number of students taught by the staff in the Department.

Work that is submitted will be reviewed by the original class teacher and feedback will be provided in a whole class format. This mirrors the expectations of marking in the department under normal working conditions.

### Differentiation

Where appropriate resources will be adapted at both key stages to allow students to access the material. If students are having issues, then they are expected to email their teacher directly using their school account.

### Students without access to technology

On being provided with lists from the relevant staff leading each year group these students will be provided with copies of the text that they need to complete the work that would have been set if they would have been present in school.

### **MFL**

Live lessons will be delivered on MS Teams as far as possible. If this is not possible, work for the class will be set on G4S. Amount of work should correlate to the number of lessons the class will miss. Teaching will review and consolidate recent learning that was done in school and then move to

introducing the new content that classes would have been working on at the time. Ideally, students will return with the same knowledge as their peers who have been in school; learning gains will be monitored and gaps identified and filled quickly when the class returns. If any student within the class is identified by HoY as having no ICT access, work should be collated on paper for that individual. G4S to be updated to show if each student has completed each piece of work or not.

KS4: 3 lessons per week

KS3: 1-2 lessons per week (depending on language(s) studied)

## **PE**

### *Year 10 & 11 GCSE PE Theory Lessons:*

Live Microsoft teams lessons led by their subject teacher.

Students will be sent a modified PowerPoint of the lessons

Questions of the previous knowledge – 5 recap questions will be on the screen whilst students are logging in.

The teacher will teach any key topic information

Tasks will be set for students to complete via email and go4schools.

Students will complete the work set on Word or PowerPoint and email back to their class teacher.

If hand written, students take a picture of work completed and send back to their class teacher.

Two pages will be left in their exercise books.

Class teacher will print the work and stick into their exercise book.

### *Year 10 & 11 GCSE PE Practical Lessons:*

Live Microsoft Teams lessons lead by their subject teacher.

Students will be sent via email and Go4schools the weekly challenges.

Email has been sent to parents for permission for students to join a GCSE PE Strava group.

Students activity levels will be tracked on this App.

Students complete the work out or challenge on their own or via the Live lesson.

Student fill in results sheet and send back to their teacher.

### *PE Core Lessons - Theory:*

The year group has been split into two halves.

Live Microsoft teams lesson with two PE teachers.

Students will be greeted on Microsoft teams by one of the teachers.

Recap question or mini challenge will be on the screen whilst teacher is waiting for the class to logon

Register will be taken

The teacher will teach any key topic information via Microsoft Teams

Tasks will be set for students to complete via email and go4schools.

Students will complete the work set on Word or PowerPoint and email back to their class teacher.

If hand written, students take a picture of work completed and send back to their class teacher

### *PE Core Lessons - Practical:*

Live Microsoft Teams lessons lead by their subject teacher.

Students will be sent via email and Go4schools the weekly challenges.

Email has been sent to parents for permission for students to join a year group

PE Strava group.

Students activity levels will be tracked on this App.

Students complete the work out or challenge on their own or via the Live lesson.

Student fill in results sheet and send back to their teacher.

## **Art, Design & Technology**

#### KS3 & 4

Art, Food, Technology and ICT are part of the KS3 ADT rotation which consists of 25 lessons over a 5-week period. In school closure periods, it would be necessary to reduce practical work, because of safety and equipment concerns, and teach theory in line with the 5 week rotation, delivered on Microsoft teams. Given the 'whole day' model we have in the emergency covid timetable, it would be unrealistic to expect staff and pupils to be in one, 5 hour Teams session, so this will be structured as a whole class starter on Teams, with plenaries on Teams throughout the day, and pupils working independently in between. Staff will be available via MS Teams chat to respond to pupil queries and to provide advice, guidance and feedback.

Teachers will track progress via their own tracking sheet as well as the remote learning apps. The Data collected then helps the teacher to identify any misconceptions, knowledge gaps and the pupils whom cannot access the work online. This information can be used to plan for further intervention. Work will be sent home for those pupils that cannot access a PC.