



Meadowhead School Academy Trust

REMOTE LEARNING POLICY



**This is a policy of Meadowhead School Academy Trust.
Meadowhead School is a Foundation School
and a member of the
Meadowhead Community Learning Trust**

Staff Responsible: Mark Lawrenson

Reviewed: January 2021

Background

This policy ensures the ongoing education of Meadowhead School students in the event that students and/or staff need to self-isolate. We aim to provide children the closest learning experience of a normal school day during a school closure or a period of self-isolation to minimise detriment to their progress and well-being.

Remote Learning Lead

Mark Lawrenson (Assistant Headteacher) is responsible for formulating and overseeing Meadowhead School's Remote Learning Policy.

Access to work

If a student needs to self-isolate because they are a close contact of a positive Covid-19 case or if the school is closed because of Covid-19, students access live lessons through Microsoft Teams for the majority of their lessons.

Curriculum

The Remote Learning policy is designed to ensure students working at home follow a curriculum which matches the in-school offer as closely as possible. More than four hours of school work is provided each day in all subjects. Students are expected to follow their school timetable while at home.

Interaction, Assessment and Feedback

The vast majority of lessons are taught live through Microsoft Teams, ensuring the maximum interactivity possible.

Our approach to feeding back on pupil work is as follows:

- Verbal feedback during Teams lessons
- Whole class feedback
- Low-stakes quizzes marked automatically using digital platforms
- Written feedback as outlined below:

If school is closed because of Covid-19, students will be asked to submit a piece of work for written feedback at least once every four lessons for each subject. Teachers are expected to give prompt feedback on all work either in ClassCharts or Teams. They give an R1 for all work that is submitted and an H1 if students do not upload the selected piece of work. This means parents can keep track of what their child is doing in lessons and students can be rewarded for completing work.

If school is open, but individual students need to self-isolate because they are a close contact of a positive Covid-19 case, students will be asked to submit a piece of work for feedback in line with faculty feedback policy. Detailed written feedback will follow formal assessments. Where live lessons are not available, students will be required to upload work more frequently.

Students are encouraged to message their teachers on ClassCharts if they have any questions about their work, which cannot be resolved through verbal interaction in lessons. Teachers are expected to reply within one working day.

Expectations of live lessons

- Lessons match the in-school curriculum intent.

- New content is taught, using a range of strategies outlined in the Live Lesson Structure, which is attached. This includes Do Now, retrieval practice, cold call questioning, explanation, modelling, Silent Deliberate Practice and Assessment for Learning.
- Resources are uploaded to ClassCharts where they are required.
- Students follow the usual timings of the school day
- Teachers stay online for the duration of the lesson.
- We do not rely on students being able to print work

Further information about expectations of teachers, students and parents is below.

Engagement

Engagement in learning is monitored by questioning of students and by setting assignments on Teams. Registers are taken in every lesson and a graduated response is in place to follow up non-attendance:

Step 1. Text messages will be sent to all families where attendance to live lessons in a school week is a concern.

Step 2. HOY and PM will contact families by phone when attendance to live lessons remains a concern.

Step 3. Families of pupils with poor attendance to live lessons over a 2-week period will be sent a formal letter.

Step 4. The school Education Welfare Officers will conduct a home visit to families where attendance to live lessons remains a concern.

Step 5. The school may refer individual cases to the police where lack of attendance to live lesson means that safeguarding is a concern.

Support for those without technology or internet access

All students are offered a laptop, a dongle and a microphone to enable them to have full access to remote learning. If the school is closed, those without access to these resources are invited to attend school as part of our provision for vulnerable and critical worker children.

Students with SEN

All SEND students at Meadowhead School have a personal profile which is easily accessible to teachers. The profile lets teachers know what the student might struggle with in lessons and suggested strategies to support them. For remote learning, teachers will still use this information to make sure that all students can access their lessons.

All SEND students are supported by a key worker from the SEND or year team. These students, if not in school, will receive a phone call home once a fortnight, or once a week if they have an EHCP or are classed as high need. This phone call is a welfare check to make sure they are well and able to access the work and also to help them solve any problems they may be having with the work set. The key worker will liaise with teachers to make sure these problems are addressed and resolved. The keyworker will also support parents to ensure they know how to support their child. The key worker will carry out SEND reviews, as appropriate, throughout school closure.

Students who are high need in terms of SEND or have an EHCP will be invited into school where they can be supported face to face and access some intervention. Where students and parents have not taken up this offer, we will ensure they have access to an adequate device including headphones and a microphone when necessary. These students will also be closely monitored to ensure that both they and their families are coping well with home learning.

Our highest needs students, who are attending school during closure, will receive a high level of support from the SEND team including face to face teaching where possible, social interventions from the school pastors and academic interventions from teaching assistants where possible.

Safeguarding

It is important that all staff who interact with students including on-line, look for signs of any students who may be at risk. Any such concerns will be dealt with as per the Child Protection and Safeguarding Policy and where appropriate referrals made to the DSL.

Privacy and GDPR

Meadowhead School will ensure any use of online learning tools and systems is in line with the data protection/GDPR requirements.

For safeguarding reasons, staff are expected to:

- Use their school account to access Microsoft teams
- Ensure they do not share personal information or contact details
- End meetings to ensure that all students have left or are removed from the meeting once the lesson has ended.

For safeguarding reasons, students are expected to:

- Use their school account to access Microsoft Teams
- Join the lesson with the camera off
- Only turn their microphone on when the teacher invites them to do so
- Use the 'raise your hand' feature if they would like to ask a question or contribute to the lesson
- At the end of the lesson, leave when requested to.

Recording of lessons

- Lessons must not be video or audio recorded by students.
- Teaching staff will follow the principles set out in the staff code of conduct.
- Students are expected to model behaviour outlined in the school's Behaviour Policy and to follow any specific instructions given by the teacher during the online lesson. Students will be removed from the lesson if they do not meet these expectations.

Form time

Every Meadowhead student (Y7-Y13) is expected to attend daily form time with their tutor on Teams. This takes place at 8:35am each day and acts as the daily welfare check. The Form Time sessions primarily focus on student wellbeing and offer opportunities for discussion and social interaction. The Form Time curriculum is adapted to support students at home and includes recurring weekly sessions on physical and mental health, In the News, and word/number puzzles. The weekly virtual assemblies and daily student bulletin messages also support students to develop good learning habits and routines during a lockdown period or during self-isolation. There are also regular opportunities dedicated to student voice – either via student surveys or through discussions with form representatives.

Pastoral Care, Advice and Guidance

In addition to the daily form teacher well-being checks the school is committed to providing pastoral

support and guidance to all students. Various teams will advise, monitor and support students and families when unable to attend school

- Year Teams: will make regular contact with vulnerable families and disengaged students
- SEND Team: will make weekly/fortnightly contact with SEND students
- Safeguarding Team: will make weekly contact with students known to social care
- Engagement Centre Team: will make daily contact with students in their care at high risk of NEET
- Careers Team: will support Y11/13 with post 16/18 applications
- Leaders : will conduct reviews with students in line with the school calendar

Extended Virtual Offer

In the event of a prolonged closure the school will operate as many of its calendared activities as possible virtually e.g. parents' evening, key events, meetings with parents etc...

Quality Assurance and Monitoring

All staff will be trained to teach or work remotely using safe practices. Team Leaders will provide regular support and conduct welfare checks to ensure that expectations are being met. Directed time will be set aside to support staff training and individual support will be provided for those experiencing difficulties. Leaders will continue to monitor the school's work by the following means

- attendance and engagement data
- SLT link line management meetings
- Team leader meetings
- Weekly check in with staff on rota day in school
- Student and parent feedback
- Staff feedback

GUIDANCE ON REMOTE LEARNING

Meadowhead School
A Quality Trust



As a school we will...

- Continue to care about the health, well-being and safety of students.
- Continue to teach the planned curriculum.
- Upload resources onto ClassCharts in preparation for each daily lesson.
- Mostly use Microsoft Teams to teach live lessons to provide a more interactive experience.
- Monitor students' engagement in remote learning and recognise their efforts.
- Provide feedback on students' work.
- Listen and respond to concerns and queries ensuring good communication between school and home.

As a student I will...

- Get up ready for school Monday to Friday.
- Follow my school timetable starting with form time at 8.35am.
- Complete all lessons to the best of my ability either by completing work on ClassCharts or attending live lessons.
- Carefully follow the instructions set by staff.
- Upload my work as instructed by my teacher.
- Raise my hand during a live lesson and use the chat facility, if available, to ask questions.
- Only unmute myself when allowed.
- Message teachers via ClassCharts if I am unsure of what to do or struggling with my work.
- Contact my year team if I need support with my wellbeing.

As a parent I will...

- Provide a quiet space for my child to work.
- Support my child in setting a good routine following the school timetable.
- Encourage my child to maintain a healthy routine.
- Monitor the work and progress of my child by logging in to ClassCharts.
- Contact school if I have any concerns about my child accessing work.
- Inform the year team about any issues which affect behaviour, learning and well-being.

Remote Learning Live Lesson Structure



Beginning

- Display "welcome slide" as students arrive and reinforce expectations verbally.
- **Meet & Greet** students, display title and date.
- **Do Now:** use the 'Do Now' for retrieval practice and / or to activate prior learning. Use cold calling to check for understanding.
- **Learning Objectives:** share learning objectives with students

Middle



- **Explanation and Modelling:** Provide a short explanation using PowerPoint or a video clip. Model work using a visualizer. Use cold call questioning to check **understanding**.
- **Silent Deliberate Practice:** Ask students to complete a task to assess students' learning or practice a skill. This can include extended writing, exam-style questions, summary questions. Provide **scaffolding** for students where necessary and ensure all students are **stretched** and **challenged**. Stay online for as long as possible to provide support.
- **Assessment for Learning:** Check for understanding using cold call questioning.

These steps can be repeated multiple times depending on the content of the lesson.

End



- Ensure the register has been completed.
- Finish the lesson, allowing enough time for students to upload their work before the end of the lesson.

Make sure you 'end the meeting' rather than just clicking 'leave' or 'hang up'

