

Remote learning – contingency plans v1

September 2020

This document outlines our contingency plans for remote learning, should students need to access this due to needing to self-isolate. It distinguishes between Tier 1- the default plan to be implemented for individuals and small groups of students needing to self-isolate, and Tier 2 - which would be triggered in the event of a partial or full closure.

Both of these plans are underpinned by the moral imperative to equip our students with powerful knowledge. They serve to ensure that there is absolute alignment between face-to-face and remote education, so that, should students need to self-isolate, they can transition smoothly back into the classroom having followed the same curriculum sequence as their in-school peers. This symbiotic relationship between face-to-face and remote education will ensure that no child falls behind, and will alleviate pressure on teachers in instances of pupil mobility.

DfE guidance on remote education: summary of key points

- Remote education, where needed, is **high quality and aligns as closely as possible with in-school provision**: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Develop remote education so that it is **integrated into school curriculum planning**: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are **given the support they need to master the curriculum and so make good progress**.
- Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect **schools to have the capacity to offer immediate remote education**. In developing these contingency plans, we expect schools to:
 - Use 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
 - Select the online tools that will be **consistently used** across the school in order to allow **interaction, assessment and feedback**
 - Provide **printed resources**, such as textbooks and workbooks, for pupils who do not have suitable online access
 - Recognise that younger pupils and **some pupils with SEND may not be able to access remote education without adult support**, and so schools should work with families to deliver a broad and ambitious curriculum.
 - Set assignments so **that pupils have meaningful and ambitious work each day** in a number of different subjects
 - Provide **frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos**
 - Gauge how well pupils are progressing through the curriculum, **using questions and other suitable tasks** and set a clear expectation on **how regularly teachers will check work**
 - Plan a programme that is of **equivalent length to the core teaching pupils would receive in school**, ideally including **daily contact with teachers**
- We expect schools to **avoid an over-reliance on long-term projects or internet research activities**.

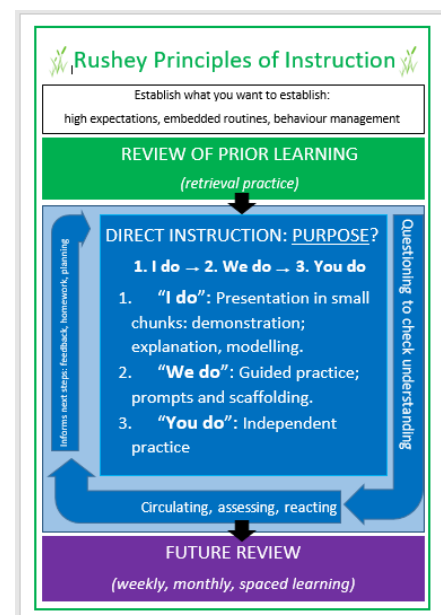
Remote education: overarching principles

- **Curricular alignment:** remote plans follow precisely the same sequence as face-to-face enactment of the curriculum.
- **High quality resources** that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps (avoiding long-term project type tasks). This includes the use of videos and nationally produced resources such as the Oak Academy resources.
- **Feedback and assessment of learning** should remain regular, in line with normal curriculum expectations,

The key principles of remote learning follow our model for teaching and learning. The fundamentals of teaching a remote lesson are the same as teaching a classroom lesson and should follow the **Rushey Principles of Instruction**.

Revisiting **prior learning**, giving a clear **purpose**, **direct instruction** through teacher **explanation** and **demonstration**, **guided practice** through **modelling/scaffolding**, **independent practice**, and **feedback**, are still fundamental to effective learning.

It is essential that what is learned at home aligns with what is taught in school - students should be set work to do at home that gives them opportunities to practise what has been modelled for them in the classroom.



Tier 1: remote learning for a small number of students who are self-isolating

Summary

- Students who are self-isolating **follow their normal timetable each day**
- All resources will be accessible on **MS Teams**, **Satchel One** or **emailed** to the student in advance. The teacher for the subject will clarify to the individual student.
- Resources will support guided and independent practice, focussing on **effective self-study** (with students using their normal exercise books and/or booklets) and will normally include either a **PowerPoint, worksheet or booklet**.
- Students may be given the opportunity to join a live lesson via **MS Teams**; an invite will be sent to the students as appropriate.

Further information

Element of Tier 1	Notes
A. Students who are self-isolating follow their normal timetable each day	<ul style="list-style-type: none"> All students need an up to date copy of their normal timetable. During what would normally be tutor time, students should complete private reading
B. All resources will be accessible on MS Teams, Satchel One and/or emailed to students.	<ul style="list-style-type: none"> All students need to know their Satchel One login details and how to access their email and MS Teams. Help sheets will be provided for the students to use as guides. Students may need support with various technological issues such as logging in to their email – see Student How to videos, all saved in the Student Shared Area: O:\Students\student how to videos
C. Resources will support guided and independent practice, focussing on effective self-study (with students using their normal exercise books and/or booklets)	<ul style="list-style-type: none"> Resources will mirror those used in class, containing a blend of information for students to read and tasks for them to complete to allow them to practise applying the knowledge they acquire.
D. Students may be given the opportunity to join a live lesson via MS Teams	<ul style="list-style-type: none"> All students need to know how to respond to a MS Team invite and how to join a Teams meeting. A guidance sheet will be provided.

Tier 2: remote learning for larger groups, such as in the event of a partial or full closure

The assumption here is that in cases of larger groups needing to self-isolate, and/or in the event of a partial or full closure, not all staff would be in school. When not in school, teachers would be expected to create teaching resources as outlined in the checklist below.

Summary

- A. Students who are self-isolating **follow their normal timetable each day**
- B. Teachers should provide work that follows this **checklist**:

- Work for the lesson is clearly laid out on SMH: Task 1,2,3 etc, and is labelled with subject, day and lesson, e.g. Science Monday lesson 3.
- The PowerPoint is clearly labelled and the message on first slide has the title of the topic and lesson number.
- The lesson is only 30 minutes, bearing in mind students take longer to complete the work when on their own. Where necessary, teachers should adjust the length of the lesson using feedback from students.
- The lesson includes timings, e.g. pause the video for one minute, complete the grid in 30 seconds.
- Instructions are very clear throughout the lesson.
- There is a review of prior learning.
- At the start of the lesson the students are told the purpose of the lesson and given clear success criteria.
- I do – new information is presented in bite-size chunks.
- PowerPoints have been adapted with audio recordings or videos with clear explanations. These are clearly signalled to the students.
- Key vocabulary has been included and explained. Pronunciation has been given via recordings and the opportunity to revisit vocabulary is exploited throughout the lesson.
- We do – worked examples are included before students do the question – support prompts and scaffolding are provided to offer plenty of guided practice.
- The work is differentiated, either by amount of scaffolding, or extension activities to stretch and challenge.
- You do – independent practice – students have the opportunity to put the learning into practice, this could be exam questions, a quiz, essay writing, etc.
- Adequate feedback is given, this might be whole class email, or cut and paste individual emails, or via Teams meetings with targeted groups of students.

- C. Teachers should use their professional judgement as to how much of the face-to-face teaching ought to be assigned to **review and consolidate** and how much can be given over to the **introduction of new content**. New content may be delivered live on MS Teams as short episodes to help improve student understanding.
- D. All resources will be accessible on **MS Teams** and/or **Satchel One** and/or **emailed to students**. This is dependent on the teacher and their preferred method of remote teaching.
- E. Students may be given the opportunity to join an **MS Teams meeting** with their teacher.

Further information

Element of Tier	Notes
A. Students who are self-isolating follow their normal timetable each day	<ul style="list-style-type: none"> All students need an up to date copy of their normal timetable.
B. Teachers should provide work that follows the remote learning checklist	<ul style="list-style-type: none"> 30 minutes' worth of work for ALL lessons, set on the day the lesson would usually be timetabled. Work should be set to appear on Satchel One on the day of the lesson, with a same day deadline. Teachers should refer to the remote learning handout: ..\RMA remote learning handout.docx and the presentation on remote learning: ..\Rushey Remote teaching and learning.pptx
C. Teachers should use their professional judgement as to how much of the face-to-face teaching ought to be assigned to review and consolidate and how much can be given over to the introduction of new content	<ul style="list-style-type: none"> Teachers should refer to the presentation on Blended Learning from the PL day in September. M:\PL\PL August 2020\Teaching and learning Wednesday 8.30am\8.30am JBL Teaching and learning presentation PL day August 2020.pptx
D. All resources will be accessible on MS Teams and/or Satchel One and/or emailed to students	<ul style="list-style-type: none"> All students need to know their Satchel One login details and how to access their email Students may need support with various technological issues such as logging in to their email – see Student How to videos, all saved in the Student Shared Area: O:\Students\student how to videos
E. Students may be given the opportunity to join a MS Teams meeting with their teacher	<ul style="list-style-type: none"> All students need to know how to respond to an MS Teams invite and how to join a Teams meeting. A guidance document will be provided to help students.