



KENILWORTH SCHOOL & SIXTH FORM REMOTE LEARNING POLICY

JANUARY 2021

POLICY DETAILS

Date of first issue: 7th January 2021

Date of next review: Ongoing

Member of staff responsible for overseeing that this policy is implemented and regularly reviewed:

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AIM

The aim of this policy is to state our approach to remote learning in the scenario of a whole school closure due to national lockdown in response to Covid-19. Also explained here is its place in the curriculum and an outline of our expectations of students, teachers and families.

The principal format for the delivery of the curriculum from January 2021 during school closure will be via 'live' lessons using Microsoft Teams. Although this is the expectation and intention, there will be instances where this won't always be possible, particularly when teachers are in school supervising key worker and vulnerable children. In these circumstances, work will be published on Class Charts for students to access.

'Live' Teams lessons are only open to students who are on-roll in the school and registered in the class that is having the 'live' lesson.

ROLES, RESPONSIBILITIES AND MONITORING

Remote learning requires a consistent approach across the school. It must be easy for all stakeholders to have an overview of procedures and practices. Below are the different groups that have responsibilities to help support the students in successful completion of remote learning and ensure that everyone meets the remote learning guidelines.

ROLE OF SUBJECT TEACHERS:

- schedule Teams lessons for all classes and invite students to attend through their school email addresses;
- to be present on Teams for all of the lesson;
- teach and set work following topics on department curriculum maps including the assessment schedule and marking/feedback expectations;
- set Teams lessons that correspond with the exact times of the period on their timetable only;
- reward students with house points for quality of work, effort and engagement in the usual way on Class Charts;
- keep a record of persistent non-attenders and share with Heads of Department and Heads of Year;
- ensure that existing departmental spreadsheets of student progress are kept up to date as would normally be expected if students were in school;
- set work appropriate to ability of students in accordance with the Teacher Standards (May 2012) and Ofsted guidance (June 2015); and
- inform the Head of Department, Tutor and Head of Year, as appropriate, if problems arise.

ROLE OF STUDENTS:

- attend all Teams lessons for five periods a day;
- go onto Teams calendar, accept and join lessons;
- only complete work associated with their daily five periods corresponding to their school timetable on any given day;
- show their work to teachers if requested by turning their camera on if they have this facility;
- ask questions either verbally or using the 'chat' tool if they are unsure of something and to respond to teachers' questions verbally when prompted;
- have an appropriate place to work at home for the day including a desk or table, pencil case, equipment and paper;
- proof read to assess the quality of their work; and
- attempt all tasks to the best of their ability and to deadlines.

ROLE OF PARENTS

- if students cannot attend lessons on Teams parents must let Heads of Year know in advance or declare any ongoing access issues;
- ensure there is an appropriate place for children to work for the whole school day according to the lessons on their timetable – parents should inform school if they cannot provide this;
- help ensure children are present for Teams lessons at the correct times;
- encourage children to engage fully with Teams lessons in terms of verbal contributions when prompted, sharing their work, and asking questions when they are stuck;
- reinforce the value of remote learning through positive feedback giving students the confidence to persevere, work hard and fulfil their potential;
- check Class Charts regularly and support with completion of work wherever necessary;
- show an active interest in the presentation and content of all work;
- contact the subject teacher if necessary to resolve any issues.

ROLE OF THE HEAD OF DEPARTMENT

- communicate clearly with department staff regarding any remote learning expectations for their subject;
- regularly monitor and evaluate remote learning in terms of quantity, the quality and level of challenge;
- ensure that the progress that students make is tracked and monitored;
- put in relevant interventions to support students that are persistently missing lessons and deadlines;
- support with the setting and assessment of appropriate tasks where necessary;
- support teachers by setting work for their classes if they are unable to teach lessons or set work themselves due to illness or other relevant circumstances;
- monitor the consistency and quality of provision across the department; and
- encourage collaboration and sharing of resources created by department staff.

ROLE OF THE SENIOR LEADERSHIP TEAM

- support Heads of Department in all aspects of remote learning;
- monitor and evaluate all aspects of the school remote learning policy;
- monitor the quality of remote learning across the school;
- review remote learning in Line Management meetings;
- review the progress that students through remote learning across all subjects;
- survey stakeholders and share remote learning statistics across the school; and
- support student intervention through Line Management where necessary.

HOMWORK SETTING

Homework will continue, but with some changes. Homework will be published on Class Charts as 'homework' in the 'homework type' option. To help keep students' daily screen time to a reasonable level, the following schedule will be apply for the period of school closure only:

KS3 - will not receive any homework

KS4 - will receive reduced homework to essential pieces only

KS5 - will receive their usual amount of homework as outlined in the Homework Policy (due to fewer screen time hours)

Homework should be submitted on Class Charts and marked by teachers.

STUDENTS WHO ARE SELF-ISOLATING

This section of the policy applies when school is open but students are absent due to a period of self-isolation. Any student who is self-isolating will be shown with a X code in the SIMs registers. The attendance Officer will also email out a daily X code spreadsheet containing the names of all students who are currently isolating and any information the school has about the dates they are due to return to school.

As a rule that applies to all circumstances of X code absences, the expectation is that all work for students must be set through Class Charts.

- For students with an X code, work will be published on Class Charts covered during the lesson(s) those pupils missed. For KS4 and 5, the expectation is that lesson PowerPoints and other resources (pdf versions) are attached to the publication (but teachers are not expected to make PowerPoints if they don't already exist). For KS3, particularly in practical subjects, it may be more appropriate for project work to be issued; this is at the discretion of Heads of Department. The expectation is that work is published on Class Charts in a timely manner.
- To differentiate between classwork and homework tasks, work set for X code students will be delineated as 'Blended Learning' and not 'Homework'. This can be set from the 'Homework Type' drop-down icon near the bottom of the homework-setting page. Teachers will set this work for individual students and not for the whole class.
- Teachers are encouraged to make use of departmental resources generated during the September 2020 training day to help speed up the process of setting work. Similarly, teachers can make use of additional material from external sources like the Oak Academy, BBC Bitesize or similar they may, provided the content matches the same topic covered in school.
- Teachers will allow students to upload their completed work through Class Charts.

SEND SUPPORT DURING SCHOOL CLOSURE

All children considered to be in a vulnerable category (as described by the government) have been invited to access their live lessons, delivered by their teachers, from school. These children are working alongside other students from the same year group. In each classroom is a member of teaching staff and a teaching assistant. This ensures that we are able to offer the necessary support to our most vulnerable learners.

Teaching assistants, SENCO and Assistant SENCO are also in regular contact with the families of young people that they usually support in school helping to identify any barriers to learning, check on well-being and offer any further strategies for support.

We are able to continue to offer our counselling service (Relate) who are running sessions remotely with our young people, and we are also able to offer remote appointments with our youth support worker. Both of these services ensure that we are continuing to meet the SEMH needs of our more vulnerable students.

We are continuing to support students with involvement from external agencies, Specialist Teaching Service, SENDAR and Early Help.

Annual reviews for children with an EHCP are being held via Teams as are other review meetings for young people where there might be a safeguard concern.

ASSESSMENT

Teachers will follow the assessment schedule outlined in curriculum maps and keep department data spreadsheets up to date. Assessments can be conducted in Teams lessons, with students submitting their work for either FAR marking or a grade (depending on the assessment). Assessment pieces should be published onto Class Charts and/or Teams so that students can upload their work for teachers.

CURRICULUM

The expectation is that curriculum maps are followed unless Heads of Department have made strategic amendments for the period of remote learning and school closure. Any such amendments must be discussed and agreed with SLT line managers.

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
- Using a device issued by school, rather than a personal 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

SAFEGUARDING

All stakeholders are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers during any period of school closure. 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.

Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead. Class Charts must still be used to report any safeguarding concerns.

WHO TO CONTACT

If staff have any questions or concerns about remote learning, they should contact the following individuals via email:

Assistant Headteacher for T&L (Alastair Evans) – Issues with the remote learning systems

SENCO (Nicki Dandy), Assistant SENCO (Caroline Wadsley) – issues with SEN access

Heads of Year – Issues with pastoral support

IT Support - issues with technical problems

Data Protection Officer – issues with data protection

Designated Safeguarding Lead DSL (Nicki Dandy, Nick Mummery, Simon Bennett, Lou Geere) – Safeguarding issues

MONITORING AND QUALITY ASSURANCE

The quality assurance calendar will continue to run during the period of school closure. Specific guidance for learning walks, work scrutiny and student voice will be issued to teachers and leaders at relevant points on the calendar.

IMPLEMENTATION OF THE POLICY

Remote learning systems, including Teams and Class Charts analytics, will be regularly monitored by Heads of Department, Heads of Year and Senior Leaders. Where issues regarding the setting of work are revealed as part of the monitoring process, SLT Line Managers will discuss them with the relevant staff and Head of Department; provide support where necessary to remedy the situation; and instigate further monitoring if needed to check the intervention has been effective.