Remote Education Contingency Plan

2020-2021

Achieved by:

- A carefully thought-out curriculum sequence, following the principles of the Stoke Park Curriculum Intent that allows access to high-quality online and offline resources and teaching videos
- The skilled and consistent use of Microsoft Teams to allow for interaction, assessment and feedback
- The provision of printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Stoke Park Staff working in partnership with families to deliver a broad and ambitious curriculum to all students regardless of starting points or SEND in order to meet our equality objectives

Equality Objectives

1. To narrow the attainment gap, primarily in English and mathematics for socially deprived students, identified as those in receipt of the Pupil Premium so that there is no statistical variation.

2. To narrow the progress and attainment gaps in English and mathematics made by students identified as having significant barriers to learning including CLA and EAL as a result any gap is in line with the national average.

3. To improve attendance and persistent absence rates for all significant ethnic groups by students identified as having significant barriers to learning including CLA and EAL as a result any gap is in line with the national average.

4. To provide equality of opportunity through advice and guidance and the teaching and learning experience within the curriculum to ensure boys and girls are not restricted in their Key Stage 4 and 5 option choices

Remote Learning Implementation Guidance

Our school community faces significant challenges over the coming months. We are entering a period of uncertainty with regard to individual pupil attendance and the possibility of local lockdowns. We cannot afford for students to miss significant learning time again so, similarly to the last lockdown, we must be prepared to support our students socially, emotionally and educationally in the event that schools have to close again or if a pupil cannot attend school due to having to self-isolate.

Since March, colleagues have done a tremendous amount of work on the virtual school. Our systems have been updated and upgraded over the summer so that we have seamless integration between OneDrive, SharePoint, SIMs and Teams.

We face three possible challenges in the coming months:

1) Whole school or year group lockdown imposed

2) Individual pupils have to self-isolate

3) Staffing levels dip below 25%

Scenario 1 – Remote learning or lockdown imposed

If the school must close, or a year group must be sent home, we will move to our virtual school timetable. Teachers will deliver live lessons via Microsoft Teams following their normal SIMS timetable. The assignment function can then be used to support learning preparation and consolidation work to secure powerful knowledge.

Year group lockdown

Before 9am teachers will have created a calendared live lesson in the Teams calendar that is 5 mins after the scheduled start time on SIMS. This will allow time for the teachers to log onto computers and get the visualiser set up. Teachers will report to their room assigned on SIMS and Lessons will last 40 minutes. Teachers will need to pay particular attention to the safeguarding information under. Lessons will be recorded, and attendance recorded on SIMS as if the students were in physical school.

Scenario 2 – Individual pupils have to self-isolate

Throughout the year it is inevitable that many children will have to self-isolate. This could be for a number of reasons such as:

- They have Covid-19 symptoms and are awaiting a test.
- They have Covid-19.
- A member of their household has Covid-19 symptoms and are awaiting a test.
- A member of their household has Covid-19.
- They have been contacted by NHS test and trace.
- They have travelled to a country, which requires quarantine.

It is important that, where possible, students can continue their education. It is also vital that we do not unnecessarily increase the workload of staff by asking them to teach twice. For the aforementioned two reasons we will take the following approach:

Before 9am each morning, the resources and instructions for that day's lesson should be uploaded to the relevant class folder for the Class Team on Microsoft Teams.

This should take less than two minutes for each lesson but will allow students working at home to access the same learning that students in school have.

Learning Preparation

Learning Preparation, virtual or in-class should be set on Teams. This does not mean that the student has to hand it on Teams (they will need to if in scenario 1 or 2). For example, a Science teacher may hand out a worksheet in class with 10 questions for students to complete. Students should write this in their planner as normal and bring the completed learning prep. back to class with them on the day it is due in. In addition to this the Science teacher should upload the worksheet on to 'Assignments' in Teams with the hand in date. For some pieces of learning prep. colleagues may just use Teams, for example, making a quiz on Forms.

There are three advantages to setting all learning preparation on Teams:

1) Students that are self-isolating are able to access it.

2) If a student loses a worksheet they will be able to access the electronic version on Teams.

3) It works as an organiser for the students. When a student clicks on assignments on Teams it tells them what learning prep. they have and when it is due in.

Scenario 3 – Staffing levels fall below 25%.

If staffing falls to under 25%, we will move to our reduced staffing school timetable. Teachers will use live lessons via Microsoft Teams following the SIMS timetable. They will then set assignments to ensure the quantity of work is **proportionate to, but not less than** the amount of timetabled curriculum time and scheduled learning prep time allocated to their subject area. Teachers should follow the **'I, we and you'** methodology outlined in appendix 1 and used successfully in Summer 2020.

The reduced staffing school timetable runs at the same time as the normal timetable but in 40 mins slots and with **live** sessions ('We') delivered via Teams, this is to enable teachers to update attendance accurately and focus on delivering high quality learning experiences. The number of live Teams sessions each year group will receive is shown below:

Year 7: 2x English, 2x Maths, 1x every other subject.

Year 8: 2x English, 2x Maths, 1x every other subject.

Year 9: 2x English, 2x Maths, 1x every other subject.

Year 10: 2x English, 2x Maths, 2x Science, 1x every other subject.

Year 11: All lessons

Year 12: 2x A-Level subject / 3x Vocational subject.

Year 13: All lessons

In addition to this, all year groups will have tutor every day at 9.00am. This is to encourage routines and will allow year teams to target attendance calls early in the day.

Tutors will work alongside students to help them understand their lockdown timetable.

Attendance to live lessons

All teaching staff will have remote access to SIMs from home. This will allow them to take a register as normal.

Safeguarding for live lessons

- Staff must record the lesson. This is key for safeguarding and also has the advantage that students can watch it again after or if they were unable to attend. If a student misbehaves – they will be removed from the lesson and it will be reported to the HoY.
- If a student makes a disclosure or has a safeguarding concern, this will be reported in the normal way. If urgent, contact Sonya Elliott directly and then report on CPOMs. If non-urgent, report on CPOMs.
- Staff will ensure they are appropriately dressed.
- Staff will wear their ID badge.
- Backgrounds will be blurred where video is used and lessons will take place in an appropriate setting.
- Staff must only use school platforms, Teams, SIMS and Office 365 (no social media).
- Any third-party material posted on Teams must be viewed before recommending and be from reputable sources
- Safeguarding script (below) must be read out at the start of every tutorial.

"Before we start, we will outline basic expectations for the lesson. Please ensure your background is blurred and your mic is switched off until you need to ask a question/respond. As with any lesson, usual PRIDE standards are expected, but in this new learning environment, you may have to be extra patient with staff and other students, as we all work together to make this effective learning time. A few specifics:

- *Please note the IT Acceptable Use Policy applies, as in school, and has been posted on the website, emailed out to students and parents.*
- *Please dress appropriately.*
- *You can choose not to turn "video" on if you feel more comfortable with audio only.*
- *Respect other people's consent and privacy, don't record, share or criticise.*
- *Try to make sure no one else is in the background of your video or anyone's personal information is on show.*
- *Staff and students will still be supported by the normal safeguarding policies, so if anyone has a concern staff will still share it so that support can be put in place. Please bear in mind staff will record sessions, but we would ask students not to use this feature please.*

There will likely be a short delay at times, depending on internet loads, so try not to talk over people where possible."

GDPR

Data Protection becomes very important when staff are working remotely as there is a higher risk of personal data breaches. Please refer to the attached "DOs and DON'Ts" document, along with the GDPR training slides from September teacher training. Details on how to report a data breach are contained in the training slides.

IT help and support

Please email the school's IT helpdesk (ithelpdesk@stokepark.coventry.sch.uk)

Appendix 1

Principles of virtual learning

Objective	Principles and Strategy	Responsibility	Evaluated by
A carefully thought out curriculum sequence, following the principles of the Stoke Park Curriculum Intent that allows access to high-quality online and offline resources and teaching videos	Our knowledge rich 'in-school' curriculum models should not be deployed remotely at the expense of deep learning. During phase I & phase II curriculum development, subjects have identified powerful knowledge in their respective areas. This knowledge forms the foundation of future learning and is the key to progression. Deep learning and application of this knowledge has formed the basis for our remote education curriculum. Subject leaders have produced overview documents of their powerful knowledge that will take priority should there be a lockdown. Our remote education curriculum makes use of the of 'I, We and You' implementation model: • I – direct instruction (asynchronous) by the teacher via loom recording or voiceover PowerPoint. This could also be a carefully selected high quality online resource such as those provided by the Oak Academy or BBC bitesize • We – live lessons using Microsoft Teams in order to assess student progress. Modifying the approach, pace or difficulty of future activities. • You – assignments (asynchronous) set on Teams. Provides the opportunity for application, synthesis, reflection and feedback Teachers at Stoke Park have used this model since March 2020 and the intention of this plan is to enable a seamless transition to this delivery route should the need arise. As 'I' and 'You' are asynchronous activities, subject teachers will be required to set a quantity of work that is proportionate to, but not less than the amount of timetabled curriculum time and	HODs Teachers Teachers	T&L team, NR HoDs HoDs & DoKs

&	scheduled learning prep time allocated to their subject area. 'We', live lessons will follow the pattern in the timetable linked. Subject leaders are added to Teams and can quality assure provision and provide feedback to individual teachers as they would during 'in-school' coaching and feedback.	Teachers	HoDs & DoKs
The skilled and consistent use of Microsoft Teams to allow for interaction, assessment and feedback	All learning preparation and lesson resources will be shared with classes using Microsoft Teams throughout the year. As Stoke Park adopts a blended curriculum model, teachers will model the use of Teams with students from 3/09/20. This will ensure the use of Teams becomes embedded. Across lockdown staff at Stoke Park used Microsoft Teams as a platform for students to access their work, submit assignments and receive feedback. The I/We/You implementation models has allowed for Teams and its various functions to be used in a number of ways to view videos/audio ppts/links to relevant learning hubs e.g. Seneca or Mathswatch, as well as being the vehicle for live lessons. The staff remote learning group and the 'eCPD' page on Teams has given staff the relevant tools and knowledge to be able to enact their curricula through Microsoft Teams as a platform. As teachers have become increasingly 'Teams' savvy and confident in its usage, the 'Rubric' function, as well as Microsoft Forms, has been a powerful tool for being able to give timely and precise feedback to our students so that they can articulate where they are at in their learning and how to improve. This, combined with the use of the Mark book function enables teachers to easily track the learning of their pupils, knowing how and when to intervene. In the first instance, Microsoft Teams is set to continue across the next academic year as a place where students can access resources, seek teacher help and submit key work when needed. Should the need arise, the use of this platform as the main vehicle for this dialogue would re-emerge, following the I/We/You implementation model. Departments have consistently evaluated their use of Teams across lockdown and through their identification of the 'Powerful Knowledge' in their curricula, and are now in a strong position to make the most of what it has to offer.		

The provision of printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access	The school has purchased 60 additional laptops. Ensuring equality of access to online resources is a fundamental principle of this approach is has been the first priority. DfE laptops and routers have been distributed to students who qualify. However, online access is not always possible for a number of reason and teachers and heads of department have carefully selected printed resources to support online learning.	Teachers, PMs & SEND support	DOKs
Stoke Park Staff working in partnership with families to deliver a broad and ambitious curriculum to all students regardless of starting points or SEND in order to meet our equality objectives	Each pupil receives regular individual contact from an assigned member of the Student Support Team with SEND students to ensure that they are able to access work set by their subject teachers. This member of staff has access to the students Teams and can access all subject specific work needed to support the student. All staff trained in the use of immersive reader to ensure students can access work can receive appropriate literacy support. The use of the picture dictionary and the translate. In the first half term, the APP (Accelerating Progress Plans) for each pupils across years 7-11 ensures that teacher, pupil, and home, are all clear and supported in accessing resouces and assignments to secure powerful knowledge.	Teachers & SEND Support	T and L Team SENCO DoKs

Appendix 2

https://schoolsweek.co.uk/why-this-is-not-the-time-for-large-scale-educational-experiments/

1. It is important not to overload pupils with busy work, but to help them develop two fundamental habits instead: attending limited but scheduled online lessons (health permitting) and completing specified independent tasks weekly.

2. When organising sessions, keep them at fixed times, and not too frequent. Appropriate lessons for online learning are concise (15 to 20 minutes). Then, carefully choose the delivery channels and check the environment's functionalities to maximise potential and make objectives and expectations explicit to focus on supporting progress. Sharing worked examples with students before they start practising on their own is an effective strategy, and online videos are particularly good for this.

3. Use assessment formatively. Instead of focusing on regular tests or exams, the shift to distance learning is an opportunity to use testing as a learning strategy. This kind of retrieval practice can be quicker and less time-consuming, and research shows pupil motivation and success increase when they're given low-stakes (self)tests to activate prior knowledge. Flash cards and Kahoot are accessible tools for this purpose.

4. Effective feedback is crucial. It should be goal-oriented and focused on progress. Here too worked examples are very useful. An efficient and effective feedback process should provide clarity on success criteria, transparency about timing, and require pupils to increase effort and aspiration.

5. Pupils don't spontaneously choose the most effective learning strategies or plan their time efficiently. Yet that is precisely what distance learning requires them to do and relying on their metacognitive skills risks increasing the attainment gap. Processing content by explaining subject matter or problem-solving steps in their own words to themselves, family or peers can be helpful. Importantly, they will need support to space their studying over time. Multiple study sessions for each topic will ensure they review content. Three over a week is ideal. And of course, make sure pupils feel valued for the work they are doing. Success contributes to motivation, so acknowledging progress and attendance is vital.

Appendix 3

Wider research

EEF

https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning/

DFE

https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19

List of online educational resources

https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education

SSAT

https://www.ssatuk.co.uk/blog/a-recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic/?xc=89ef4912-1ce9-e911-a812-000d3a654d16&utm_source=SSAT+Member+Communications&utm_campaign=9d77571220-03%2F05%2F20+Sunday+Supplement+%28Main+list%2902%2F5%2F20+12%3A&utm_medium=email&utm_term=0_a19cf44831-9d77571220-73568121

OAK Academy

https://www.thenational.academy/online-classroom

BBC Bitesize

https://www.bbc.co.uk/bitesize

The Key for School Leaders

https://schoolleaders.thekeysupport.com/covid-19/deliver-remote-learning/lead-your-approach/remote-learning-monitoring-pupil-engagement/

https://schoolleaders.thekeysupport.com/covid-19/deliver-remote-learning/lead-your-approach/remote-learning-how-schools-are-giving-pupils-feedback/