



BloxwichAcademy

BLOXWICH ACADEMY REMOTE LEARNING PROTOCOL

DRAFT

October 2020

Review Date:

Ongoing

Led by Mr T Evers.

Assistant Head

Teacher

Mr T Evers

Bloxwich Academy Remote Learning Protocol

Rationale

In the event of a pupil or pupils not being able to attend the school because of self-isolation or school closure then the school is committed to providing continuity of education to its pupils and will do so through a process of remote (online) learning.

Extensive remote learning would apply in the following situations

- For individual pupils who are having to self-isolate for 2 or more days
- When a whole bubble or bubbles are advised to self-isolate
- When the school is closed for an extended period of time

This does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence.

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as longer term illness, assuming students are able to complete school work at home.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

Scenario 1 – When an individual has to self-isolate (All year groups)

Assuming an absence has been agreed with the school, and the pupil in question is healthy enough to work from home, the school will provide work for pupils who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the pupil's Head of House. The pupil's subject teachers will use Microsoft Teams to make work available to the student. The subject Director of Learning will be responsible for quality assuring the work set. Communication between school and parent should be once per week. Work will only be provided to students in this way if there is an agreed absence lasting three or more working days. If a significant number of students are absent from school, but the school remains open, the Head will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

Scenario 2 – When a bubble (year group) has to self-isolate

In the event of an extended period of self-isolation of a bubble, the school will provide continuity of education in the following ways:

- a) Regular direct instruction from teachers, with the ability of students to ask questions online (via Microsoft Teams)
- b) The setting of work that pupils and students need to complete through Microsoft Teams
- c) The assessment of specific assignments that are set on Teams and then submitted to teachers electronically and on which feedback is provided

Pupils, students and teachers are expected to have access to the internet whilst at home; the school recognises that many families may not have home printers and will therefore not require the printing of material.

The primary platforms the school will use to deliver continuity of education are:

- Microsoft Teams & OneDrive
- Seneca
- MyMaths & Maths Watch
- Microsoft Forms

These can all be accessed through <https://bloxwichacademy.rmunify.com>

Pupils and students can login to their RM Unify area using their school username, password and email address. **(A Picture guide is featured under sub-heading Remote Learning Guide for Pupils).** As well as accessing these platforms through a computer, laptop and tablet they can be accessed through mobile phone apps which are available to download for free through either the IOS or Android app store.

The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Subject areas will provide work broadly in line with pupils' timetables through Microsoft Teams. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow pupils to progress through the sequence of learning at the same or similar pace as if they were in school, where possible. Remote learning will require pupils and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching and ensure pupils do not fall behind. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home.

Key Stage 3

If a whole year group in key stage 3 is self-isolating, then the following procedures for remote learning should take place

Core subjects (English, Maths & Science)

Pupils should receive 2 lessons from their class teacher during the week. These should be pre-recorded lessons that provide pupils with instructions and explanations of tasks. Where appropriate these will also include models, scaffolds and chunked activities that will allow pupils to work independently during the week on work that has been set on Teams. Where classes are smaller, and departments feel this would support pupils (such as SEND and vulnerable pupils) they may run 'live lessons'

Non-core subjects

Pupils should receive 1 lesson from their class teacher during the week. These should be pre-recorded lessons that provide pupils with instructions and explanations of tasks. Where appropriate these will also include models, scaffolds and chunked activities that will allow pupils to work independently during the week on work that has been set on Teams. Where classes are smaller, and departments feel this would support pupils (such as SEND and vulnerable pupils) they may run 'live lessons'

Key Stage 4

Core subjects (English, Maths & Science)

Pupils should receive 2 lesson from their class teacher during the week. These should be pre-recorded lessons that provide pupils with instructions and explanations of tasks. Where appropriate these will also include models, scaffolds and chunked activities that will allow pupils to work independently during the week on work that has been set on Teams. Where classes are smaller, and departments feel this would support pupils (such as SEND and vulnerable pupils) they may run 'live lessons'. In addition to the two lessons, pupils should be set independent work to continue their curriculum sequencing so that they do not fall behind.

Humanities, MFL & Option Subjects

Pupils should receive 1 lesson from their class teacher during the week. These should be pre-recorded lessons that provide pupils with instructions and explanations of tasks. Where appropriate these will also include models, scaffolds and chunked activities that will allow pupils to work independently during the week on work that has been set on Teams. Where classes are smaller, and departments feel this would support pupils (such as SEND and vulnerable pupils) they may run 'live lessons'. In addition to the lesson, pupils should be set independent work to continue their curriculum sequencing so that they do not fall behind.

Key Stage 5

All subjects

Students will follow their school timetable remotely. Students will receive a minimum of six hours of learning per week, including two, one-hour live lessons from their subject teacher and at least 4 hours of independent study to continue their curriculum sequencing so that they do not fall behind. Their teacher will be available to provide support, guidance and feedback which will take place during their allocated timetable periods wherever possible. Teachers can decide if they are pre-recorded lessons or 'Live lessons' based upon the size of their class and how they feel best to teach them. Pre-recorded lessons should provide students with instructions and explanations of tasks. Where appropriate these will also include models, scaffolds and chunked activities that will allow pupils to work independently during the week on work that has been set on Teams. Where classes are smaller, and departments feel this would support students they may run 'live lessons'. Teachers will be available live and supporting students with their learning irrespective of how they deliver the lesson.

The timetable for when teachers will provide lessons and be available for support will be co-ordinated by the Assistant Head Teacher and Director in charge of Post 16 education.

Scenario 3 – When multiple bubbles have to self-isolate

If multiple bubbles have to self-isolate, then the Head Teacher will decide if the school will continue to proceed with remote learning as per scenario 2 or escalate to scenario 4. This will be at the Head Teacher's discretion.

Scenario 4 – When the whole school is closed/national lockdown

Key Stage 3 & Key Stage 4

Pupils will receive either pre-recorded video support lessons or live lessons for all of their subjects. They will receive two lessons in English, Maths and Science and one lesson for other subjects per week. The class teacher will schedule a lesson into the pupil calendar on Microsoft Teams. Pupils will then be able to join the lesson with their teacher for 'live' support.

Key Stage 5

All subjects

Students will follow their school timetable remotely. Students should receive 2 lesson from their class teacher during the week during their allocated timetable periods. Teachers can decide if they are pre-recorded lessons or 'Live lessons' based upon the size of their class and how they feel best to teach them. Pre-recorded lessons should provide students with instructions and explanations of tasks. Where appropriate these will also include models, scaffolds and chunked activities that will allow pupils to work independently during the week on work that has been set on Teams. Where classes are smaller, and departments feel this would support students they may run 'live lessons'.

In addition to the two set lessons, students should be set independent work to continue their curriculum sequencing so that they do not fall behind. Teachers should be available through Teams during those periods to answer questions and guide learning if required. The timetable for when teachers will provide lessons and be available for support will be co-ordinated by the Assistant Head Teacher and Director in charge of Post 16 education.

Scenario 5 – When the school has to close as a result of staff absence

In this scenario pupils will be assigned work through Microsoft Teams that should be completed as per the timetables set out below. If the class teacher is well enough to be in work, then pre-recorded lessons or live lessons will be prepared. However, in this scenario a significant number of teachers are likely to be unwell and not available to directly support pupils. Nevertheless, work will be assigned through Teams for all pupils to complete. If a pupil's teacher is unavailable because of absence then pupils can send a message through Teams or email to Directors of Learning, Heads of House of their tutor for support and guidance.

Timetables for Remote Learning

In the event of scenarios 2, 3 or 4 the following timetables will run for pupils.

Key stage 3

Year 7

Sessions	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-11:00	English	Maths	Science	PSHE	Humanities
11:00-13:00	French	Technology	Dance	Maths	English
13:00-15:00	Science	Humanities	Art/Music	Drama	PE

Year 8

Sessions	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-11:00	PE	Science	Humanities	PSHE	Art
11:00-13:00	Science	English	Computing	English	Humanities
13:00-15:00	Maths	Performing Arts	French	Technology	Maths

Year 9

Sessions	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-11:00	Science	Humanities	English	PSHE	Science
11:00-13:00	PE/Dance/Drama	Maths	PE	French	Maths
13:00-15:00	Art/Music	English	Technology	Humanities	English Reading

During these windows of time pupils will be expected to log into Microsoft Teams. Their class teacher will be logged into Teams to explain the learning and support pupils with their work by checking for misconceptions and providing feedback. The work in the lesson will be at least 1 hour in duration. Pupils should join their class stream for each lesson either through the individual class or their personal calendar within Teams.

Pupils may also be asked to complete additional work alongside these times to ensure that they do not fall behind. For example, in core subjects where they would usually have more allocated curriculum time.

Where there is more than one subject in a session, for example in year 9 Art/Music pupils will complete work for whichever one of these subjects they are currently studying.

Key Stage 4

Year 10

	Monday	Tuesday	Wednesday	Thursday	Friday
AM Session 09:00-11:00	Option C	Option B	Option D	Option A	Maths
PM Session 13:00-15:00	English	Science	English	Maths	Science

Year 11

	Monday	Tuesday	Wednesday	Thursday	Friday
AM Session 09:00-11:00	Maths	English	Maths	English	Option D
PM Session 13:00-15:00	Option A	Option B	Science	Science	Option C

During these windows of time pupils will be expected to log into Microsoft Teams. Their class teacher will be logged into Teams to explain the learning and support pupils with their work by checking for misconceptions and providing feedback. The work in the lesson will be around 2hrs in duration. Pupils should join their class stream for each lesson either through the individual class or their personal calendar within Teams.

Pupils may also be asked to complete additional work alongside these times to ensure that they do not fall behind.

Live Lessons

Live lessons must be recorded by the teacher as this will support pupils with their learning if they cannot join a live lesson, for example where devices are shared within a household. Live lessons should be planned for so that they provide opportunities for two-way feedback and communication between the pupils and staff. They should be planned to include a 'I do, we do, you do' approach so

that modelling and deliberate practice are key features. Live lessons should not be lecture based and should provide opportunities for pupils to apply knowledge and skills.

Assessment & Feedback

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning. Pupils should be informed of what work will be assessed and where feedback will be provided.

Assessed work will be set using Microsoft Teams, Forms or MyMaths with clear due dates given to pupils for completion, thereby helping pupils to organise their time. The 'Hand In' function on Teams also allows pupils to submit work to the teacher so that the work can be assessed, and feedback provided. Pupils and teachers should keep accurate records of all work completed, submitted and assessed.

Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided. This should be in line with the school marking and feedback policy. Assessed work will also be used to allow teachers to know how well pupils are learning and progressing through the sequenced curriculum and to adapt subsequent teaching.

Pupils should know:

- **What they have done well**
- **How they need to improve**

Linked to subject specific knowledge and skills

Possible methods may include:

- Using the "Comments" function on Microsoft Word or One Note documents
- Providing feedback directly in the 'Feedback' box on Teams
- Providing whole class feedback rather than feedback on individual pieces of work for general trends of learning and targets for a class
- Feedback via another website / piece of software (e.g. OneNote, Seneca Learning, MyMaths) through a tailor-made quiz
- Embedding oral feedback into pupil work through a recorded audio clip.

Safeguarding

During these challenging times the safeguarding of all children at our school – whether they are currently at home or in attendance continues to be our priority. Our high expectations with regards to safeguarding remain the same as do the following fundamental safeguarding principles:

- The best interests of children continue to come first
- If anyone in our school has a safeguarding concern, they will act immediately
- A designated safeguarding lead (DSL) or deputy DSL will always be available
- No unsuitable people will be allowed to gain access to children
- Children should continue to be protected when they are online.

For further guidance see 'Child protection during the COVID – 19 measures, Annex to Matrix Child Safeguarding Policy

SEND

The Academy has a statutory duty to meet the needs of a child with an EHCP in accordance with the SEND Code of Practice. A child with an EHCP will continue to attend our school setting to enable the Academy to meet the needs of the child.

However, if a child is unable to attend school as outlined by Public Health England then remote learning will be facilitated through 1:1 live lessons. Where possible, any additional or external provision that is in place will continue through Microsoft Teams.

Roles & Responsibilities

In the event of any of the above remote learning scenarios the roles and responsibilities of staff are:

Teachers

When providing remote learning, teachers must be available between 8:30am – 3:30pm.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Ensuring that they have received appropriate training in any remote learning platform required
- Providing lessons and work for pupils and students (quantity outlined above)
- Provide work by 3pm the day prior to the lesson
- Set work through Teams
- If planning on delivering live lessons schedule these into the calendars of relevant classes and record these.
- Communicate with Directors and subject leads to discuss curriculum planning, delivery and adaption
- Track pupil attendance and their completion of work
- Communicate with Heads of House where pupils are not completing or accessing set work
- Communicate with Heads of House and Senior Leadership when complaints or concerns are shared by parents and carers
- Provide feedback on planned substantive pieces of work (see marking and feedback policy)

- If providing live lessons where professional dress in line with the staff code of conduct

Learning Support Assistants

- Will provide one to one live lessons for any pupils who are self-isolating.
- If there are no pupils with EHCP plans who need support, they will support wave 2 pupils of concern as identified by the SENCO
- Will follow a personalised timetable provided by the SENCO

Directors of Learning and Heads of Department

- Monitoring the planned curriculum and making adaptations for remote delivery
- Quality assuring the work set by teachers
- Liaising with other Middle Leaders and Senior Leaders to evaluate the quality, consistency and impact of remote learning
- Monitoring that feedback and assessment is consistent, effective and used to inform future teaching

Heads of House

- Co-ordinate remote learning for individual pupils who have to self-isolate
- Communicate with parents of pupils who are self-isolating
- Communicate with teachers and subject leads to identify pupils who are not accessing remote learning, identify barriers and support in finding solutions.

Senior Leaders

- Co-ordinating the remote learning approach across the school
- Providing training in remote learning platforms
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and through feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Remote Learning Guidance for pupils

If you are well but unable to come to school, or if the school is closed and you are well, you should continue learning online following the steps below:

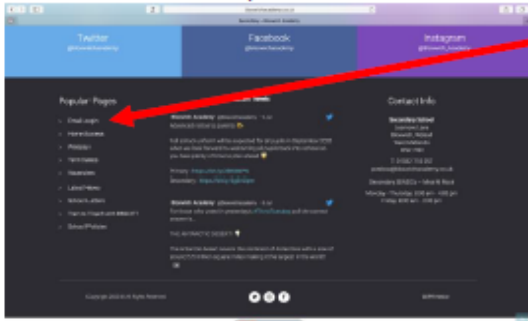
- Log on to 'Teams' to access the work set by individual subject teachers through the assessments section. To login to 'Teams':



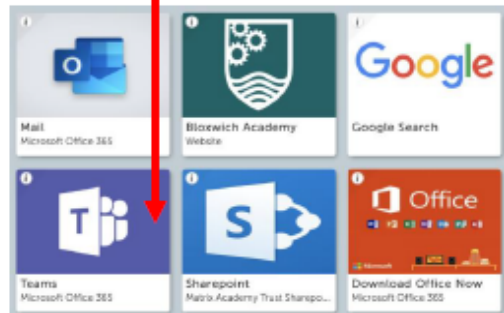
Microsoft Teams

1. Go onto the school webpage - <https://bloxwichacademy.co.uk/>

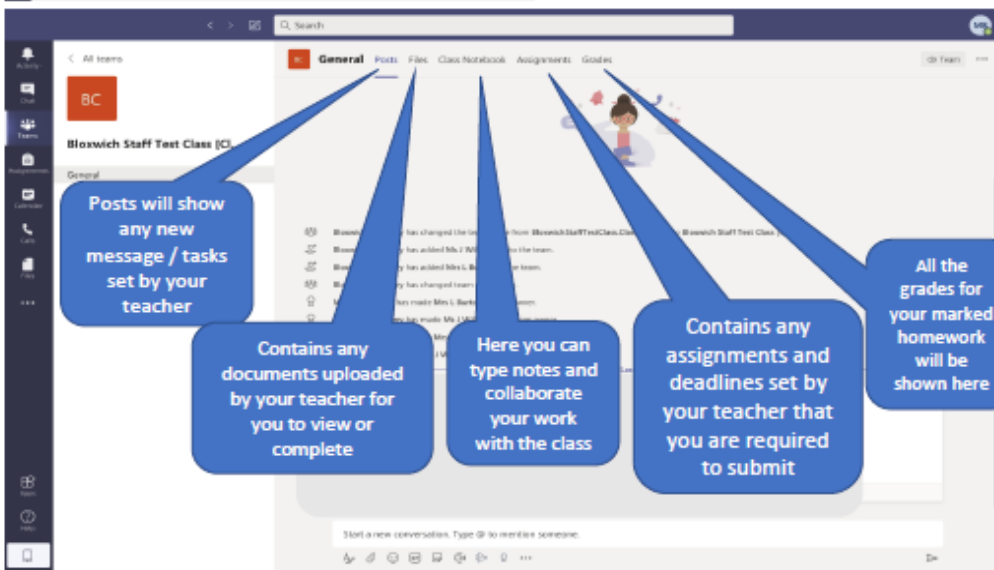
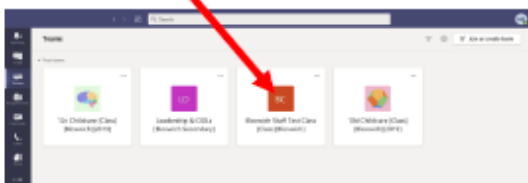
2. Select secondary and scroll down to the bottom of the page



3. Click on email log in
4. Log into your RM Unify using your school log in details (You must ensure you know these details, see your form tutor if you do not). You should then select TEAMS.



5. Select the class you require



6. Teacher set work will appear on your feed with the newest work visible at the top

7. Remember 'Homework Club' is available if you require any support, and you should discuss or message your teacher if you would like advice or guidance with a task

- If the whole school or an entire bubble is working remotely then you can access live support through the calendar in Teams where a lesson will be scheduled
- The amount of work set should reflect the length of an ordinary lesson (or lesson plus prep time, following the usual prep timetable).
- Where possible, it is a good idea to complete tasks when you would ordinarily have had your lesson if you are an individual isolating. If the bubble or whole school is working remotely then you should follow the suggested timetable in this document.

- You should complete any tasks set by the deadline given in 'Teams'.
- The majority of the work your teachers set will include acquiring new knowledge, skills or understanding and then demonstrating, consolidating or applying it to certain situations.
- You should submit completed work by using the 'hand in' feature on 'Teams'.
- Please do not email work or direct links to your teachers.
- You may be asked to respond to feedback once the work has been marked by your teacher. Teachers will inform you, through Teams, which pieces of work will be assessed, and they will use 'Teams' to provide feedback on these. You should then 'Fix it' and make 'green pen' corrections as advised.
- If you are asked to join a live lesson you should keep your microphone on mute whenever directed by the teacher. Pupils should only unmute their microphone when instructed by the teacher.
- Pupils should use the 'raise hand' feature if they wish to communicate with the teacher or their class. They must then wait until their teacher directs them to speak.
- Pupils must only use the chat facility when instructed to by their teacher. Pupils should only use this facility to discuss the topic that they have been directed towards.
- Pupils must follow staff instructions and not disrupt lessons in accordance with the school behaviour policy.
- Pupils are not required to wear school uniform during live lessons. However, they should wear appropriate clothing for school.
- If you need to talk to someone about a problem or concern whilst at home, please do email your form tutor and Head of House in the first place and they can arrange to support you in the best way possible.
- Finally, if you have any questions about your learning, you can communicate easily with your teachers by school email and Teams via messages if you are responding to marking or feedback.

Responsibility of parents and guardians

Good communication between parents/guardians and the school is vital for supporting children with their remote learning. Parents/guardians should support their child by:

- Making the school aware if their child is ill and cannot complete work
- Contact the relevant Head of House if your child is having difficulty completing or accessing the work
- Be respectful when communicating with any member of staff