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Cannock Chase High School

Remote Learning Strategy
September 2020

A strategic plan for remote learning in the event of further enforced lockdown and/or self-isolation as a consequence of the COVID-19 pandemic.

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**Rationale**

The COVID-19 pandemic has led to the increased possibility of students having to study remotely as a consequence of enforced local/national lockdown or due to the requirement of 'bubbles' of students and/or individuals having to self-isolate.

This strategy sets out a clear plan for how the school will manage continuity in terms of students' educational diet, ensuring compliance with government guidance through a robust and clearly defined set of principles that provide clarity for all students, parents/guardians, staff, leaders and stakeholders.

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**Ambition**

In the event of an enforced lockdown and/or the requirement of 'bubble' groups or individual students having to self-isolate for extended periods of time, Cannock Chase High School continues to provide education remotely.

Students engage in purposeful, meaningful and ambitious tasks that are coherent with the sequence of the curriculum they have been studying. They are able to engage with teaching staff in order to access support and feedback.

Students engage in a programme that is of equivalent length to the curriculum hours they would have expected to undertake had they have been accessing on-site provision.

Pupils with SEND are able to access additional support, ensuring all students can engage and continue their learning.

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**Government Guidance**

Department for Education guidance (September 2020) states:

> 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. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.
>
> 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
> - give access to high quality remote education resources
> - select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
> - 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
>
> When teaching pupils remotely, we expect schools to:
> - set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
> - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
> - provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources 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
> - enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

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- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

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The experience of the spring/summer 2020 national lockdown made clear that the most purposeful, impactful and engaging activities set for students were those that focused principally on consolidation of prior learning, deliberate practice and the interleaving of prior knowledge.

Students were able to engage more fully when challenged with extending, securing and/or consolidating knowledge and skills for which they had some prior reference and familiarity.

Government directives have made clear that, in most instances of local lockdown and/or students being required to self-isolate, the school should be preparing for a 14 day period of remote learning. With this in mind, in the event of further lockdown and/or periods of self-isolation, teaching staff are advised, in the most part, to focus remote learning on consolidation and deliberate practice.

## CCHS principles of remote learning during COVID-19 pandemic

Learning continues to relate to the **specific topics/concepts covered thus far in the curriculum sequence,** as outlined on the Curriculum Assessment Plans.

**Students are set work weekly**. The total duration of tasks equates to the length of curriculum time dedicated to that subject in the calendar week; due to the school's two week timetable, this may vary between Week 1 and Week 2. If students are required to self-isolate mid-way through a week, teaching staff issue work according to the curriculum time yet to be delivered in that week.

In the event of a lockdown for a more extended period, the provision of work will include live and pre-recorded lessons.

**Staff provide clear, structured guidance** for students, explaining the specific learning objectives and requirements of the set tasks. Staff explain how exactly the task is to be completed, step-by-step and how much they require the students to submit. They will also make clear if live or precorded lessons are being set each week.

**Students are set a single 'issue' per subject per week**. This means, irrespective of split teaching in a single subject, students know they can rely on the simple consistency of viewing all of their work for each subject in one online post.

Work is 'issued' on *Frog* (VLE) on the **first day of the period of self-isolation/lockdown** and covers the days remaining in that working week. For example, if the period of remote learning starts on a Wednesday, students will be issued work for subjects they would have undertaken in school on Wednesday, Thursday and Friday of that week. **Each new calendar week, the cycle of remote learning starts again**, until students return to lessons on site.

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The **due date** for all work for all subject areas is consistently **12.30pm** each **Friday**. This is the consistent **'due date'** set on all *Frog* for all subject areas.

Students are required to make **one single submission per subject per week**, before **12.30pm each Friday**. This may be an electronic file(s) or photographs of written work. If students are taking photographs of their work, we remind them to ensure the photograph is clear and zoomed in appropriately so that the teacher can properly view and read the work.

All student **work is uploaded through *Frog*,** avoiding sending evidence of work to staff email addresses wherever possible. This is to ensure all work is stored in and uploaded to the same place, for ease of use and simplicity for all students and staff.

Staff are asked to **provide feedback** on submitted work in a timely manner during the following working week via *Frog*. The approach to feedback is agreed with DoLCs/subject leaders.

Work is planned **without the need for students to print worksheets/resources**, ensuring all students can access the work without barriers (as if working in an exercise book). Electronic resources/handouts can be uploaded to *Frog* by teaching staff but should not require students to print them in order for work to be completed. Documents will be uploaded in PDF form only so that all students can access them even if they do not have Microsoft Office.

If work is set using other electronic platforms, such as MyMaths, Seneca Learning, etc., **students are asked to upload an example of evidence, demonstrating completion, to *Frog*** (for example a screenshot or photograph of the completion screen). Again, this is to ensure consistent engagement.

All **communication relating to work is sent through the *Frog* messaging service**, again avoiding the use of staff emails for day-to-day communication regarding work. Staff can of course still be emailed regarding pastoral matters but teaching staff check their *Frog* messages for the majority of communication with students. This is to help manage the volume of emails coming into school and make communication more efficient and streamlined.

Each Thursday, **GM sends a text message to parents** reminding them of the following day's deadline, through SIMs In Touch messaging service.

Each Friday evening, a **'Student Submission Report'** is run by the Assistant Headteacher (Curriculum), identifying any students who have failed to submit work for that week in any subject areas and leading to communication with parents/guardians informing them of failed submissions. This provides those students with a further opportunity to complete work.

**Plans are agreed with Directors of Learning Communities** for teaching staff who do not work on Fridays.

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Parents/guardians are informed by **text message if their child has failed to submit work for any subjects**. This text message is sent to parents where students are not submitted work in a number of subject areas.

**Parents/guardians are contacted by members of the Pastoral Team** the following week in instances where students have **failed to submit any/most of their work**. (see *Pastoral Care* below)

As is the case when on site, **subject specific concerns regarding the quality/volume of work may prompt further communication** from the subject teacher/leader with parents/carers.

If students are absent due to COVID-19 for an extended period as has been the case during the most recent lockdown, **teachers will offer live and recorded lessons in additional to setting assignments for their classes.** This ensure that they are able to deliver new content, model work and maintain interactions with their students. Live and recorded lessons adhere to the specific safeguarding guidance updated in the 2020 Safeguarding Policy update regarding lessons being delivered via video conferencing. Where this is the case, teaching staff liaise with the Deputy Headteacher (DR) to ensure permissions have been granted by all parents/guardians via the Sims Parent App in advance of virtual live lessons. Any exceptions to the above guidance specific to Sixth Form lessons are managed by Directors of Learning Communities in conjunction with Leadership Team. *(see further guidelines for live and recorded lessons below).*

**Year 7 students undertake a programme of training in the autumn term** in order to ensure all students are familiar and fluent with the online platform(s) at the earliest opportunity in the academic year.

Where appropriate, students also make use of online platforms including, but not limited to: Microsoft Teams, Frog VLE, OneDrive, as well as multiple web-based learning resources. **A visual 'how to' guide** has been compiled for parent/guardians and students in order to support at-home access. Parents have live Microsoft training and live parent support sessions each week during lockdown which are also recorded and e-mailed.

**Students are surveyed to ensure the school has an accurate record of which students do/do not have access to electronic devices fit for the purpose of completing remote learning**. This information is stored centrally on class marksheets to ensure a rapid and efficient response in the event of an enforced lockdown. Where necessary, teaching staff/subject leaders provide printed physical work for those students unable to access electronic devices. The distribution of this work is managed by Leadership Team in conjunction with Directors of Year.

**Access to ICT Facilities**

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The school ensures those laptops and 4G routers provided by the Department for Education during the spring/summer 2020 national lockdown for specific targeted groups of students are available, meaning those facing the most imminent end of key stage external examinations are able to continue to access electronic resources.

In other year groups, the school provides physical printed resources, such as textbooks and workbooks, for students who do not have suitable online access.

**Additional Support for Students with SEND**
The school's Inclusion Learning Community, led by the Assistant SENCo, manages the additional one-to-one and small group online support provided to those students with Educational Health Care Plans.

**Additional Detail Regarding the Setting of Work (COVID and other)**

**Types of student absence:**

**There are many types of student absence but these broadly fit into either of two categories where absence is authorised:**

1. **Short-term absence.** This would include students who are absent for a period of less than one week and we are not sure when they will return. This might be because they are ill, awaiting results of a COVID test or off for other personal reasons or as a result of an exclusion*.
   *Please note: an excluded child may be an exception to this if their exclusion is lengthier.
2. **Long-term absence.** This would include students who are absent for a pre-notified period of longer than one week. This might be because they have an illness, are having or recovering from a routine procedure or surgery, or are self-isolating because they have COVID-19 or have come into close contact with someone who has COVID-19 and so they have to self-isolate for a period of up to 10 days. In the case of COVID-19 self isolation, this may be an individual or 'bubble' of students who would need to self-isolate. *Additional guidance in the case of a whole-school lockdown is provided below.*

In both cases where absence is authorised, we must set work for those student to ensure that they continue their education remotely.

1. **Setting of work for short-term absence:**

In this case, staff will not be required to set homework as an 'assignment' on Frog because it is unknown as to when the student will return but it is likely to be a short-term absence of less than one week.

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**Who contacts the parents?**
Jo Cartwright

**What information is given to parents?**
In this case where it is a short-term absence involving individual students, the Attendance Officer will update the list of the students each day which will be accessed by Jo Cartwright, the relevant Director/s of year and GM. Jo Cartwright will send a *standard e-mail* to the parents of the student/s on the first day of their absence or on the day they are sent home to inform them that they must access the subject area on Frog to complete work in their subjects, where available, with guidance about how they do this. It is for this reason that we would like staff to upload lessons and resources onto *Frog* on a weekly basis for each year group, where possible, so that when a student who is off school for a short-term period, they can access their learning remotely immediately without needing anything set by their teacher.

**What is the role of teaching staff and Directors of Year?**
Staff would know this student was off because they would be marked as 'absent' with the appropriate code on their SIMs register. In this instance, teaching staff and DoY do not have to contact the student but can discuss the work completed on their return to school.

2. **Setting of work for longer-term absence:**

In this case, staff will be required to set homework as an 'assignment' on Frog because the student/s will be absent for a pre-notified period of longer than a week and will need instructions as to what they need to do during that time.

**Who contacts the student/s?**
Jo Cartwright: if an individual student has been sent home or absent from school for a longer term period of time.

Assistant Headteacher (G. McAuley): if the longer-term absence relates specifically to a 'bubble' of students that has been sent home to self-isolate.

The process that is followed (outlined below) is exactly the same for either an individual student or 'bubble' of students.

**What information is given to parents?**
In this case where it is a longer-term absence, Jo Cartwright  (GM if it is a 'bubble' of students) will send a *standard e-mail* to the parents of the student/s on the first day of their absence or on the day they are sent home to inform them that work will be set via 'assignments' on Frog for them to complete along with an explanation about the process for how to access and complete the work. The expectation will be that on the Friday of each week the student (or 'bubble') will submit their work no later than 12:30pm. GM will run a report to check any students who have submitted none of the work or some and their parents will be contacted via text message that

weekend. The full details of this process is explained above (see *'CCHS principles of remote learning during COVID-19 pandemic'*.)

**How are teaching staff involved?**
On the first day of the student/s absence, the Jo Carwright (GM if it is a 'bubble' of students) will *e-mail* the students' teachers and Director of Learning Communities to inform them of the name of the student, their date of return (if it is known) and details about how they should set and check work via 'assignments' on Frog.

**What about COVID positive students?**
In the event of a student testing positive, GM will communicate with parents, if appropriate, about the possible completion of work. In this case, these students can access subjects via Frog but will not be expected to submit work.

The approach to remote learning may be personalised for particular circumstances, for example for SEN students.

*All standard e-mails are available to read below. Anything highlighted is information that would need to be added before the e-mail is sent.*

**E-mails:**

*Standard e-mail to parents of students who are absent for longer periods:*

Title of e-mail: CCHS: Accessing Work From Home

Dear parent/carer
As you are aware, your child has been sent home to self-isolate due to being in close contact with a student who has tested positive for Covid-19.
Our priority as a school, is you ensure that while your child is off, we support them with their learning remotely at home.
The guidance below outlines how your child will access and complete learning for their subjects while they are off.

- Students will access work via Frog (our Virtual Learning Environment).

**Accessing FROG on the school website:**
1. Go to [www.cannockchasehigh.com](www.cannockchasehigh.com)
2. Follow the link in the top right-hand corner of the school website entitled **'Frog VLE'**
3. Your child should then enter their **school computer log in**. This is their CCHS number (e.g. CCHS1234) and their password. If your child cannot remember

their CCHS number and/or their password, please e-mail
g.mcauley@cannockchase-high.staffs.sch.uk and we can sort that for you.
4. Click on **'assignments'** to view homework

**Accessing via the MyFrog app**
1. Load the MyFrog app
2. The first time you load the app it will ask you for the 'School Frog URL'. This is: frog.cannockchasehigh.com.
3. Your child should enter their CCHS number (e.g. CCHS1234) and their password. If your child cannot remember their CCHS number and/or their password, please e-mail g.mcauley@cannockchase-high.staffs.sch.uk and we can sort that for you.
4. Click on 'assignments' to view homework.

**Completing Homework:**
- On Monday of each week, teachers will set all of your child's for that week. Please keep checking Frog **'assignments'** throughout the day.
- Teachers will be setting work that's equivalent to the number of hours your child would have had in their subject that week. So if they would have 2 hours of science in the week, they will have 2 hours of science work to complete.
- Work set will link to the topic/s that the rest of the class will be doing, where possible.
- Teachers will explain on Frog exactly how the task is to be completed, step-by-step and how much they require you to submit.
- Work is planned **without the need for your child to print** worksheets/resources. Teachers may upload electronic resources/handouts for them to view but they won't have to print anything.
- If work is set using **other electronic platforms**, such as MyMaths, Seneca Learning, etc., your child will be asked to upload an example of evidence showing they've completed it to Frog (for example a screenshot or photograph of the completion screen).
- The due date for all work for all subject areas to be submitted by your child is **12.30pm on Friday**. This may be an **electronic file(s) or photographs** of written work. If your child is taking photographs of their written work, we remind them to ensure the photograph is clear and zoomed in appropriately so that the teacher can properly view and read it.
- Teachers will be checking on Friday that your child's work has been submitted on Frog.
- Please avoid e-mailing staff. Your child should contact them on Frog if they are stuck and need help or need to ask them anything. When they open the homework, there is the option to message them on there.

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- At the end of the week, Mrs McAuley will contact parents/carers via **text message** if work hasn't been completed for some or all subjects. We may also ring home.
- On _____, students will still be self isolating (until _____) so they will be set work again on that Monday until their return as above. This work can be submitted on Frog or in person when you return.
- If a student has **no computer access** to complete remote learning, they will be provided with a **school laptop.**
- If your child needs support with anything, please contact Mrs McAuley: g.mcauley@cannockchase-high.staffs.sch.uk

Below is a video that explains how to view and complete homework in greater detail:
https://www.youtube.com/watch?v=M3nufIIIdqE

*Standard e-mail to parents of students who are absent for short-term periods:*

Title of e-mail: CCHS: Accessing Work From Home

Dear Parent/Carer,

Our priority as a school is to ensure that, while your child is off, we support them with their learning remotely at home.

The guidance below outlines how your child can access Frog (our Virtual Learning Environment) and complete learning for their subjects while they are off.

**Accessing FROG on the school website:**

1.      Go to **www.cannockchasehigh.com**

2.      Follow the link in the **top right-hand corner** of the school website entitled **'Frog VLE'**

3.      Your child should then enter their **school computer log in**. This is their CCHS number (e.g. cchs1234) and their password. If your child cannot remember their CCHS number and/or their password, please e-mail **g.mcauley@cannockchase-high.staffs.sch.uk** and we can sort that for you.

4.      Click on **'subjects'** and then **'year group'** to access relevant work

5.      Some subjects will have a **'sequence of learning'** that your child can check to remind them what topic they would currently be doing in that subject.

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6.      Click on any of the **files** in a topic to open resources that you can complete.


**Accessing via the MyFrog app**

1.      Load the **MyFrog app** (free)

2.      The first time you load the app it will ask you for the **'School Frog URL'.** This is: **frog.cannockchasehigh.com.**

3.      Your child should then enter their **school computer log in**. This is their CCHS number (e.g. cchs1234) and their password. If your child cannot remember their CCHS number and/or their password, please e-mail **g.mcauley@cannockchase-high.staffs.sch.uk** and we can sort that for you.

4.      Click on **'subjects'** and then **'year group'** to access relevant work.

5.      Some subjects will have a **'Sequence of Learning'** that your child can check to remind them what topic they would currently be doing in that subject.

6.      Click on any of the **files** in a topic to open resources that you can complete.


Most subjects now have resources for each year group on Frog. If you are struggling to find something for a specific subject or need support with anything, please contact Mrs McAuley: **g.mcauley@cannockchase-high.staffs.sch.uk**


*Standard e-mail to staff of a student who is absent for a longer-term period:*

Dear all

The following student will be accessing their learning remotely until _____

**Student's name: _____**

**Setting Work:**
- Work needs to be set on _____ for that week only. All work for that week should be set at once as a single issue rather than on separate occasions during the week.
- The **total duration of tasks** for the week should equate to the length of curriculum time dedicated to that subject in the calendar week.
- Work set should relate to the topic/s that the rest of the class would be doing.
- Work will need to be set as an **'assignment' on FROG**. If any of the students do not know their log in, parents will be instructed to let us know and we can

provide those details. To log in, students only need their CCHS number and password. Parents will be provided with information explaining what we expect of their child while they are off.

- When setting the assignment on Frog, the description should provide **simple, clear, structured guidance** for students, explaining exactly how the task is to be completed, step-by-step and how much they require the students to submit.
- Work is planned **without the need for students to print** worksheets/resources, ensuring all students can access the work without barriers (as if working in an exercise book). Electronic resources/handouts can be uploaded to Frog by teaching staff but should not require students to print them in order for work to be completed.
- If work is set using **other electronic platforms**, such as MyMaths, Seneca Learning, etc., students are asked to upload an example of evidence, demonstrating completion, to Frog (for example a screenshot or photograph of the completion screen). Again, this is to ensure consistent engagement.
- The due date for all work for all subject areas is consistently **12.30pm on Friday**. This is the consistent 'due date' set on Frog for the assignment. Staff should check at some point later that day whether work has been submitted.
- On **Thursday**, prompt all students in your classes who are yet to submit work, reminding them of the Friday's deadline, through the Frog messaging service.
- All communication relating to work is sent through the **Frog messaging service**, again avoiding the use of staff emails, where possible, for day-to-day communication regarding work.
- Students are required to make **one single submission** per subject, **before 12.30pm on Friday.** This may be an **electronic file(s) or photographs** of written work. If students are taking photographs of their work, we remind them to ensure the photograph is clear and zoomed in appropriately so that the teacher can properly view and read the work. If you are not in school on a Thursday or Friday, please let GM know so we can arrange who can check on your behalf.
- At 5:30pm each Friday, a **'Student Submission Report'** will be run by GM, identifying any of the students who have failed to submit work for that week in any subject areas and leading to communication with parents/guardians informing them of failed submissions.
- Parents/guardians are informed by **text message** if their child has failed to submit work for any subjects. One of two text messages is sent: 1) the student has failed to submit any work and has not engaged with remote learning; 2) the student has failed to submit work for some subject areas.
- As is the case when on site, **subject specific concerns** regarding the quality/volume of work may prompt further communication from the subject teacher/leader with parents/guardians.

- On _____, students will still be self-isolating (until _____) so they will need to be set work again on that Monday until their return as above. This work can be submitted on Frog or in person when the student returns.
- If a student has **no computer access** to complete remote learning, they will be provided with a **school laptop.**
- If you need support with anything, please make GM aware.

**Whole-School Long-Term Remote Learning**

In the event of students having to study remotely for a long-term period as a consequence of an enforced local/national lockdown, in addition to the provision already outlined above, there will be a greater focus on the **delivery of new content** in order to support students' progress.

**Rationale:**
As students will physically not be in school for a long-term period and will have already missed a significant amount of time in school due to the previous lockdown/self-isolation, it is essential that they can still be exposed to **new curriculum content** in order to develop their learning further and progress. We still firmly believe that **consolidation of prior learning and interleaving** of that learning is key but this needs to be balanced with the teaching of new content so that students can develop, and build upon, their knowledge and skills further in order to be successful. What is instrumental to the success of the delivery of new content is the **interaction with, and expertise of, the classroom teacher.** For students to truly understand new content it will need to be taught through **clear explanations, exemplification, modelling and questioning.** It is with this in mind that we feel that a key tool to enable this to happen is the delivery of 'live' lessons where appropriate. This **does not mean that all remote learning needs to be 'live'** but that where new content is being delivered, 'live' lessons can be used to support this. We are now in a position where we have **technology** that we can provide to students who need it, therefore, we can be confident that all students will be able to access 'live' lessons, even though some may need support with this.

**Principles of 'live' lessons:**
- All staff will use 'live' lessons as **one of the tools** to support students learning remotely. The delivery of 'live' lessons will be by all staff to all classes to ensure **parity** for all students and staff. In addition, staff may also choose to deliver some **pre-recorded lessons;**
- 'Live' lessons should be primarily used when a teacher **is delivering new content in order to introduce, explain, exemplify, model, question or to highlight misconceptions.** However, they can also be used to **facilitate assessments, for one-to-one or small group support, to set up a Q&A clinic and so on.**

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- A 'live' lesson does **not need to last the duration of a normal lesson**. It might be a short session, similar to that in a classroom when a teacher is teaching new concept. The rest of the lesson, and or subsequent lessons in the sequence, could then be for students to complete a task/s based the new content in order to practise and consolidate their learning;
- The minimum expectation of staff will be that they provide a 'live' or pre-recorded input once **every 4 hours** for each group that they teach.
- During main school (years 7-11) 'live' lessons, **cameras will be disabled for both students and teachers, as well as students' microphones**. Therefore, the only person who can be heard will be the teacher. Students will be encouraged to communicate to staff if needed during the lesson by typing in the **'chat' box.** If the lesson is pre-recorded, students can message the teacher on Frog if they have any questions about the lesson. Sixth Form 'live lessons' will be permitted to use microphones where the member of staff is comfortable to do so;
- **'Live' lessons will be recorded** so that if a student cannot attend the lesson at that point, they can view the lesson at a later point;
- Staff can choose to deliver their 'live' lessons **at home or at school**;
- Staff can choose to deliver **more 'live'** (or pre-recorded) lessons where they feel it is appropriate;
- Staff will **not be expected to 'double plan'** i.e. they will not have to produce a lesson to replace a 'live' lesson if students, for whatever reason, cannot access it;
- **Teams' training** is provided to staff so that they know how to set up their classes on teams and how to conduct a 'live' (or pre-recorded) lesson <span style="color:red">(both beginners and intermediate);</span>
- **Further bespoke training** is also provided to staff when they need it;
- Training is provided to students and parents so that they know how to access a 'live' or pre-recorded lesson. Further support is provided to parents through 'live' parent support sessions each week.
- 'Live' lessons should take place during **one of the timetabled lesson slots** whereas pre-recorded lessons can be recorded at any point in advance of the timetabled lesson slots;
- When 'live' lessons are not used, teachers will **continue to set work for their other lessons on *Frog*** in order to consolidate learning. New learning should not be set on *Frog* unless a teacher is confident that their class will be able to understand it without teacher input;

**Structure of 'live' lessons:**
- A Team's meeting will be set up for students and the teacher to attend by the teacher, ensuring that the relevant settings are enabled in line with the school remote learning and safeguarding policies;
- Once the lesson has started, the teacher will **click 'record'** so that the lesson can be recorded and viewed later by any students who couldn't attend at that point;

- The meeting should start with the teacher **explaining the purpose of the lesson and reminding students** that if they have any questions/problems during the lesson, they should type in the 'chat' box;
- The teacher's **screen should then be shared** with the class. This could be a powerpoint, a document or even a visualiser if the teacher wishes to use one;
- As in a normal lesson, the teacher should **spend time introducing the topic, explaining the key parts, using clear examples, modelling** if necessary (verbally, using a document or 'live' using a visualiser) and highlighting any misconceptions;
- The teacher should **pause** the lesson every so often so that they can use the 'chat' box in order for students to ask questions or to question students and check their understanding. This is important as there will be no other way for students to communicate their thoughts;
- The lesson should **end with a summary** of the key points as well as an explanation of what work will need to be completed next in relation to this lesson e.g. reminding students to access and complete work that has been set on Frog. The recording should be stopped;
- If there are **issues** with any of the students in the lesson, then relevant Director of Year, GM and DR should be contacted (C codes can be issued).

**Pastoral Care in the event of Lockdown**

Below is an overview of the processes and procedures that we have put in place to ensure the safety and wellbeing of our students during lockdown.

**Safe and Well Checks- Procedures**

Safe and well checks are carried out to ensure that all students in the school are safe. The process that we use filters out those students who are engaging in work through FROG therefore have demonstrated that they are having feedback from staff and providing evidence of their wellbeing through that medium and with a further specific set of guidelines in place for our more vulnerable students.

**Process:**

1. GM sends the weekly report to all teaching staff regarding the engagement of students from the previous week in FROG along with guidance as to how the report should be used in communications with parents.

2. From Monday two members of the Pastoral and Attendance team then highlight all students who have 0% completed work. This is recorded in a communication log on SIMS for all students. (Assistant Headteacher – behaviour to oversee and look at some instances where only a small % of work was submitted as a cause for concern).

3.   On the Thursday afternoon both staff inform staff via e-mail of the names of students that they have not had contact with and ask if anyone has had any communication with these studentd. If they have, they should reply to and this can then be recorded on Sims as successful communication.

4.   Any remaining names by Friday lunchtime should be sent to Reception/Directors of Year/Deputy Headteacher - attendance/Assistant Headteacher – behaviour and Director of Student Support Services of the students who they have failed to get in touch with. Reception to post a letter home to parents and record the letter on SIMS in the students SEN Events.

5.   Director of Student Services (Safeguarding Lead) to follow up on any possible safeguarding concerns that may arise from certain students being on the list. Home visits may be considered for any concerns.

6.   Process then repeats the following Friday afternoon.

7.   Vulnerable students safe and well checks: a list of vulnerable students is recorded on the first tab of the attendance spreadsheet on the shared area (1.Covid-19  attendance). These are students who have a Safe and Well-being check, have early help team support, are LAC, have an EHCP or have been identified by pastoral staff as being vulnerable for another reason. We ask that an identified person makes a phone call to their allocated students every 7 days to check up on them, this phone call should occur even if the student has submitted work on FROG. This communication should then be recorded on Sims under successful communication.

8.   Therefore, for every student in the school they should appear in one of the following places:
•    Showed as completing some work on their FROG page.
•    Show on SIMS as successful communication from a staff member. throughout the week (recorded by Dawn or Debbie).
•    Show on SIMS as successful communication from Dawn or Debbie.
•    Weekly communication from a specified person and communication recorded on SIMs if they are highlighted as a vulnerable student.

**Staff supervision of keyworker and vulnerable students**

Four staff members are responsible for the supervision of all keyworker and vulnerable students each day along with a member of Leadership Team.  These staff are allocated to, take responsibility for, a room each where students will be completing their work for each day. Staff will be responsible for their group of students during lesson times. The Leadership Team on duty each day to then take the students to break and lunch in the Upper School Sports Hall so that staff can have a break and lunch (facilities are provided for making tea/coffee).

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**The School Day**

Students should arrive and enter school via the main front entrance at upper school. The timings for the school day are as follows:
School day starts: 9:00am
Breaktime:                  10:45-11am
Lunchtime:                  1:00-1:30pm
End of the School Day:    2:30pm

Students should go directly to their allocated computer room. We ask that staff are at the designated computer room 15 minutes before the start of the school day to meet and greet them. Seating plans are updated daily on the 'Staff Share' are of the school computers
Students should not move seats or move around the room and maintain strict social distancing. All students have a named sticker on their desk in the N Block rooms and on their seat in the Sports Hall.
**Toilets:** two toilet blocks will be open for students to use throughout the day, students are permitted to go to the toilet during lesson time. Staff toilets in upper reception will be open for staff use. Students are not allowed to go to the toilet during break and lunch.
**Dress Code:** Students will not be required to wear school uniform as this creates equality between the students in school and those at home, however face masks should be worn at all times in communal areas, if moving around the room and in the Sports Hall when not eating. As we do not require students to dress formally, staff are not required to dress formally either.
**Mobile Phones:** these are only permitted to be used by students at break and lunchtime while at school.
**Food provision:** All students have access to the canteen menu and the Leadership Team member on duty will take food orders before 9:30am each morning and e-mail them to the kitchen. The lunches are then be collected by the students from Upper Canteen and eaten in the Upper School Sports Hall. No orders will be taken for break as students have been asked to bring their own food for break times.
Students are not permitted to leave the school site during break and lunch.

**Attendance Procedures**

The Leadership Team member on duty each day will e-mail by 9:30am with the names of the students who are present in the room they are supervising.

Students are not required to attend all day, just for the periods in which care is required by parents, in order to reduce contact and exposure in the school setting.  Parents should inform school of the days and times that care will be required and this will be communicated to reception each day. Should a student have to leave before the end of the school day, they can sign out via Lower

School Reception using the Inventry system and confirming their departure with the Receptionist. Upper School gates will be locked during the day.

**Late Arrival:**
If a child arrives after 9:00am, they will enter the school via Lower School Reception and sign in using the Inventry screen as normal and make their way to their computer room. If a child does arrive to their room after the member of LT has taken the registers, staff must email the member of LT on duty that day, reception and attendance what time they arrive to you.
Students who do not attend but that were due to attend will be contacted by the Attendance Officer after 9:30am.

**Lesson Time:**

During lesson time students will use the computers to access work set for them by their teachers on FROG for the lessons that they would have had that week. Staff should supervise and support the students in accessing and completing this work.  Students have been asked to bring earphones to access live and recorded lessons on FROG. If there are any issues with computers/signing into the school system an e-mail will be sent to IT Support or Assistant Headteacher  - Curriculum depending on the issue.
Final session on a Friday after 12.30 deadline: as students will have completed work set for the week as the submission deadline was 12:30, can staff check that each student has submitted their work for the week and they have no outstanding pieces (students should be asked to bring it up on their screen to show staff). For the remaining hour after lunch, students can have this time to work on the student competition for the week (advertised through social media and whole school staff and student e-mails) or start work on their PSHE mental health challenge for the following week. There will also be an opportunity for them to take part in a tournament on Times Tables Rock Stars. Student logins (students should know these) for this will be sent out on a Thursday to staff on duty on the Friday.
Staff are requested to remember to bring their own keyboards and mouse to use in the computer room.

**Fire Drill:**

If the fire alarm sounds staff and students must evacuate the buildings in the normal way and assemble on the school field with their group. The member of Leadership Team on duty will have attendance registers to check students off against. Staff must call the caretaker on duty as they will not hear the drill if they are on a different site and will need to sound both drills to evacuate both sites.

**Suspected Covid Case:**

If a student starts to display symptoms then the member of staff on duty will call the member of Leadership Team who is on duty with the name of the child as

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they have done previously and ask the student to wait outside the room until they are collected by a member of Leadership Team. Students will be given a mask to wear.

*Reviewed: September 2020*