

# Policy and Contingency for Remote Teaching and Learning



## 1. Aims and Scope

In the event of a Tier2/3/4 school closure, AGS is committed to providing continuity of education to its students and will do so through a process of remote (online) learning.

AGS aims to ensure that teaching and learning continue as effectively as possible during a period of partial (Tier 2) or extended (Tier3-4) closure. Whilst our normal policy and procedures will help us to ensure high educational standards, during these periods we will need to amend plans to ensure the workload is manageable for staff, students and families. As always, we are committed to working in partnership with all stakeholders and members of the AGS community. We know that remote learning is not an easy task and can sometimes be a source of frustration in what are already difficult times. We cannot emphasise enough the importance of reading regularly, above everything, this will have the biggest impact on a student's ability to 'pick up where they left off' when they return to school.

## 2. Roles and Responsibilities

### 2.1 Teachers

Teachers are expected to:

- plan and set assignments so that that pupils have meaningful and ambitious work each day in line with the KLAS curriculum and their school timetable.
- 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.
- provide frequent, clear explanations and modelling of new content via synchronous or asynchronous methods or through high quality curriculum resources, and/or live streaming/pre-recorded videos.
- adapt lessons, particularly for those with SEND whilst still maintaining high expectations so that all pupils have the opportunities to meet expectations. Liaise with teaching assistants linked to students with EHCPs or the SENDCo to ensure work is meeting the needs of the student.
- plan and deliver 'live sessions' (synchronous) or produce recordings of lessons (asynchronous) where live lessons are not possible in the event of extended Tier 2-3-4 school closures.
- assess how well pupils are progressing through the curriculum, using questions and low stakes formative assessment.
- 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.
- respond to reasonable amounts of communication from students, parents and teachers, but only within usual school working hours.

- provide feedback in line with school and subject area policies, returning it to students electronically.
- track and monitor the completion of online work, reporting those students who fail to complete work frequently to the Year Team/KSD to investigate further.
- In the event of a Tier 2 closure, track attendance to 'live lessons/events', reporting those students who fail to attend to the Year Team/KSD.
- recognise and praise excellent effort or work.
- continue to look out for signs that a child might be at risk and deal with any concerns as outlined in the safeguarding policy.
- manage behaviour during live events/lessons using the PPD System.
- maintain professional conduct during live streaming. This includes maintaining professional language and dress during live lessons.

## **2.2 Curriculum Leaders (CLs)**

In addition to their teaching responsibilities, CLs are responsible for:

- considering whether any aspects of the KLAS curriculum need to change to accommodate /enhance the effectiveness of remote learning and adapt as necessary
- quality assurance of remote learning provision via Teams to ensure all work set is appropriately challenging and consistent;
- working with senior leaders to make sure work set remotely across all subjects in their faculty is challenging and consistent.
- monitoring the remote work set by teachers in their subject – including the quality and frequency of assessment and feedback.
- sharing of best practice and resources that improve the effectiveness of remote teaching.
- encourage collaboration and sharing of resources to reduce staff work-load. For example, the creation of a shared Teams assignments folder for staff to select from when uploading assignments.
- setting work in the event a teacher is unwell during a period of remote learning.

## **2.4 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- co-ordinating the remote learning approach across the school – Andy Norrington/Steve Fidler
- monitoring the effectiveness and quality of remote learning, through regular meetings with subject leaders, middle leaders and teachers and through pupil and parental feedback via surveys.
- monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- quality assuring the remote learning provision and effectiveness of teaching and learning.
- ensuring full access to technology, particularly for disadvantaged pupils – Michaela Child

## **2.5 Designated safeguarding lead (Sarah Whittingham)**

Designated safeguarding leads (and DDSL) are responsible for:

- coordinating action on safeguarding students and promoting the welfare of children in the school/and at home when learning remotely.
- ensuring that all staff know who the DDSL is and who acts in his/her absence
- ensuring that all staff are aware of their responsibilities in being alert to the signs of abuse, particularly in relation to remote learning and of their responsibility to report and record any concerns.

## **2.6 IT staff**

IT staff are responsible for:

- fixing issues with Office 365 and other issues arising linked to remote learning access or blended learning systems.
- reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- assisting pupils and parents with accessing the internet or devices

## **2.7 Pupils and parents**

Assuming that a student is healthy and well enough to work, students will be expected to:

- participate as fully as possible in the remote learning process, attending relevant live lessons/events, completing independent work, and submitting assignment tasks promptly and to the best of their ability.
- read and respond to communication from the school (e.g. an email from a form tutor) on a regular basis.
- behave appropriately during live lessons, in line with expectations outlined in the school's behaviour policy and 'Live lesson' protocols.
- be contactable during the school day – although consider they may not always be in front of a device the entire time
- seek help if they need it, from teachers or teaching assistants via Teams
- alert teachers via Teams/e-mail if they're not able to complete work
- alert form tutors or student support officers where there are issues around their well-being or mental health or that of another student.
- alert their teacher/form tutor or Designated safeguarding leads about any safeguarding issues.

**Staff can expect parents with children learning remotely to:**

- make the school aware if their child is ill or self-isolating or otherwise can't complete work

- seek help from the school if they need it e.g. academic support, mental health and well-being support.
- help them to organise and structure their day and where possible, ideally finding a quiet place to work without distractions.

## Protocol for Teaching and Learning in the event of Tier2/3/4 school closure



These measures will work best when...

Staff	Students	Parents/Carers
<p>Set work:</p> <ul style="list-style-type: none"> <li>● Released to students clearly and broken down into straightforward steps. This should be significantly less in amount than would be expected in school.</li> <li>● Where concepts are new or more difficult provide audio/visual explanations where at all possible via Teams.</li> <li>● Place this on Teams</li> <li>● Check Teams daily and respond to queries from students about work related issues that arise within 24 hours (school days). <ul style="list-style-type: none"> <li>● Provide feedback where relevant/appropriate in accordance with <b>AGS Remote Lessons</b> document.</li> </ul> </li> <li>● Use the school rewards system to recognise good/excellent work.</li> <li>● Should a student not respond or engage with the work set – contact Key Stage Director.</li> </ul>	<ul style="list-style-type: none"> <li>● Check the work set for the day/week on Teams.</li> <li>● Ensure that the task is understood and ask for help via Teams if needed.</li> <li>● Complete the work in the manner set and upload any assignments if required.</li> <li>● If you are unsure about your work contact your teacher via Teams or e-mail.</li> </ul>	<ul style="list-style-type: none"> <li>● Alert the school if they do not have Internet access and/or access to a PC/laptop at home so that the school can provide hard copy work packs.</li> <li>● Discuss any issues with your child and encourage them to raise any concerns with their teacher via Teams messaging - whilst understanding there may not be an immediate response.</li> <li>● Be able to contact a member of Learning Support for additional assistance if their Child has an Education Health and Care Plan.</li> <li>● Help your child to plan their day. *please be aware that a member of staff may be absent or unable to set work/respond to emails immediately. Therefore, please use <a href="mailto:agadmin@allertongrange.com">agadmin@allertongrange.com</a></li> </ul>