

**Castle Manor Academy**  
**Remote Learning guidance**  
**Monday 25<sup>th</sup> January 2021**

The most recent DfE guidelines state that all students, except vulnerable students and those of key worker students, will be accessing on-line learning from home until at least February half term.

Relevant up to date guidance can be found here:

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

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

The key principles of learning for this phase of online learning are:

- We want what we do to be sustainable and to make efficient use of resources.
- We are mindful that staff are required in school on a rota, and live lessons should be done around this.
- The class teacher retains responsibility for planning and organising student learning, in a sequence of lessons, following a planned curriculum.
- Clear explanations, explicit instructions and scaffolding are provided for all students.
- The learning opportunities should reflect the curriculum that is studied at each key stage.
- There is an expectation that each student submits work relative to the number of lessons for the subject per week. See below for more details.
- We utilise different learning platforms and resources available to us such as: Oak Academy, Seneca Learning, Microsoft Quizzes, Hegarty Maths, Active Learn (MFL).
- In Phase 2 there is a clearer expectation of ‘live’ lessons being delivered- see below for details. We do not expect live delivery in every lesson and we do expect resources such as Hegarty, Oak Academy, recorded videos, such as Loom, and videos to be utilised.

**The school day:**

This has been aligned so that in-school and out-of-school students can access the same provision.

|              |       |
|--------------|-------|
| Registration | 9am   |
| Session 1    | 9.15  |
| Session 2    | 9.45  |
| Break        | 10.35 |
| Session 3    | 10.50 |
| Session 4    | 11.40 |

|  |       |
|--|-------|
| KS3 Lunch/ KS4 tutor   | 12.30 |
| KS4 lunch/KS3 tutor  | 1.00  |
| Session 5  | 1.30  |
| Session 6  | 2.20  |
| Note: in school provision finishes at 2.30pm - please do not set live lessons for Session 6. |       |

### Setting Work:

Work will be set on Go4Schools for each subject that each student has, each day. The work that is uploaded needs to be saved as **pdf files**.

The resources should be in Go or accessible in Go. So for example, if assignments are being used in SENECA or Teams, the links should be in Go4Schools.

Online learning tasks can be assigned to all students in the class and must be clearly labelled:

**Date/ Remote learning / subject / session number**

### Live Lessons

Students are responding well to live tutor time in the mornings and to other live opportunities that they have been given. This will continue and additional time during the afternoon tutor time will be added for assemblies, tutor reading and tutor activities as directed by the Achievement Leader. These will be pre-recorded or live.

It is expected that staff are live with students for a proportion of their lessons, to carry out activities as they see fit to best support learning. Examples may be: to give live instruction, to give feedback, to offer support, drop-in tutoring with independent work, to carry out live teaching activities such as questions, quizzing or facilitating break out rooms.

It is *not* expected that this happens every lesson, or for the whole lesson, and should be planned around the rota time in school. Live lessons should be at the same time each week and students should know in advance. Teachers should provide their Team Leader with a timetable showing when they will be delivering live lessons. These will be collated into published timetables for KS3 classes.

| Number of 50-minute lessons on timetable per week | Minimum number of live lessons per class, per week |
|---|--|
| 4 or 5  | 2  |
| 3   | 1  |
| 2   | 1  |

There are some subjects where live instruction is less necessary. Please talk to your line manager if you think that live instruction does not suit your subject. For example, core PE and RHRE are both valuable subjects, but it may not be necessary or efficient for these lessons to be live.

### **Lesson structures and features**

When planning lessons, teachers should ensure that they have explicit and clear instructions, along with realistic time expectations for each section. Lessons should include familiar features such as:

- Do Now activities.
- Low stakes quizzing and knowledge recall.
- Retrieval practise
- 'I do, we do, you do' modelling.
- Targeted questioning (in live lessons).
- A variety of clearly timed activities.
- Opportunities for reading and extended writing (typing and handwriting).

Live lessons should be live from the start of the lesson, but are unlikely to involve live teaching for more than 50% of the time of the lesson. Teachers can still be available to provide support for the remainder of the lesson.

### **Differentiation and reasonable adjustments:**

Some students with additional needs and SEND may need adjustments to access the learning and make progress. This might be tailoring the tasks using online linked platforms (such as Hegarty or Seneca) or making it clear to individual students what you expect them to complete in the session (e.g. Focus on Q1-3). Students with additional needs need clear time expectations for tasks and should not be expected to go over the lesson time to complete every task listed if they are unable to do so. Some students have remote TA support and adapted learning patterns.

### **Using Teams**

We are developing our knowledge and understanding of Microsoft teams daily. Microsoft teams is the only programme where we should interact in a live, real-time fashion with students.

Safeguarding guidance should be followed at all times. All staff have received this and have acknowledged that they have read it.

Teams meetings should be set up so that only the teacher can present and the lobby should be used to screen admission to the meeting.

A 'holding slide' has been provided to remind children of expectations and to structure the beginning of lessons.

### **Submitting work and providing feedback for students:**

Students should be expected to submit work such as deliberate practice or an extended quiz in the frequency below:

| Number of 50-minute lessons on timetable per week | Number of submissions per week |
|---|--------------------------------|
| 4 or 5  | 2                              |
| 3   | 1 or 2                         |
| 2   | 1                              |

Students should receive feedback on at least one piece of work per week that will allow them to make progress and improve their understanding. This can be completed in several ways, for example (not exhaustive):

- a. Students complete an activity or a set of exam questions on Microsoft Forms and this is used to generate feedback.
- b. Students take photographs of their completed work and e-mail this in. This is used to generate feedback.
- c. Use of on-line platforms, such as, Hegarty Maths, Seneca learning, to set work. Misconceptions are identified and feedback is planned.
- d. The staff member takes photographs of modelled, worked examples to correct errors and e-mails to the students.
- e. Student work is submitted and whole class feedback is generated and used with students.

### **Monitoring attendance and work submission**

Any chasing should be done in a positive and supportive way

Tutors monitor attendance and take daily registers in morning tutor time; they also provide daily wellbeing forms and monitor these- recording any wellbeing concerns on CPOMS and following up academic concerns with class teachers.

Wellbeing checks will be in place for vulnerable students by a central team, these are in addition to tutor monitoring.

If students are not engaging in tutor time then this is escalated to parents, Head of Year and Leadership Team in turn.

Any information that is gained in those conversations that might be useful for someone else should be logged on CPOMS- ie sickness, bereavement

Class teachers should monitor student attendance and the submission of key pieces of work.

If students do not submit key pieces of work then this is escalated to parents, Head of Department, Leadership Team Line Manager.

**Useful resources:**

**Oak National Academy**

<https://www.thenational.academy/>

**Greenshaws Learning Trust**

<https://www.youtube.com/channel/UCfrjZZrO08ud5b7p4Nf17pQ/videos>

**Unity Schools Partnership**

<https://sites.google.com/unitysp.org.uk/unitysp2021remotelearning/home>