



**Castle Manor Academy**  
**Remote Learning Overview**  
**Updated 20<sup>th</sup> January 2021**

Our learning provision during the academic year of 2020-21 will be flexible and respond to the circumstances we find ourselves in. This document aims to cover scenarios that may occur but there will be further details issued as guidance if for example we enter tier 4 school closures.

A variety of different approaches are planned for

1. Face to face
2. Hybrid- a combination of in school and remote at home (delivering to some students face to face with others joining online)
3. Fully remote learning (delivering to all students online)

**Key principles for our blended/remote learning model**

- The class teacher retains responsibility for planning and organising student learning
- Regular high-quality face-to-face teaching and learning is available for all students and we use technology to provide this where necessary
- 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 and when 'hybrid' map what is being delivered in school.
- Regular opportunities for students to receive feedback and reflect on their learning should be in place
- The learning should ensure that students are engaged and this is monitored and followed up.
- Additional support should be available for any students who may be vulnerable or disadvantaged.
- Students shall follow the normal school day and have 5.5 hours of learning set per day.

There are four tiers of action for secondary schools which depend on the local restrictions of our community. Further DfE guidance can be found here: <https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions>

## Scenarios

### Student Isolation

Students may be isolating due to possible COVID themselves, COVID in their household, or as part of a class or year group bubble. When in Tiers 1 to 4 students and staff will follow their school timetable, and the expectation is that students can still participate in the learning that is continuing in the classroom.

If students are unwell and unable to access the on-line learning, then the school should be notified by the parents/carers.

1. Isolating Students will have **work set** on Go4Schools for each subject that they have each day. It must be clearly labelled

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

2. Isolating Students should **receive regular feedback** on their work from the class teacher. Students should receive feedback at least once per week that will allow them to make progress and improve their understanding. This can be completed in a number of ways, for example;
  - a. Students complete an activity, set of exam questions on Microsoft Forms and this is used to generate feedback.
  - b. Students take photographs of or e-mail in their completed work and this is used to generate feedback.
  - c. Using on-line platforms; for example Hegarty Maths, Seneca learning to set work, misconceptions are identified and feedback is planned.
  - d. Individual Microsoft Teams meetings can be organised with students to provide verbal feedback and support for their learning (See Teams Guidelines below for using Microsoft Teams with individual students)
  - e. The staff member takes photographs of modelled worked examples to correct errors and e-mails them to the students
  - f. Microsoft Teams is used to provide whole class or small group feedback and instruction during the normal lesson time and students connect in from home.

It may be possible that individual students that are isolating can join part or all of a lesson via Microsoft Teams. The staff member must keep a register of all remote students engaging in their learning in this way and send feedback to their achievement leader.

### Large Numbers of Students Isolating from Year Group Bubbles

Our aim is that all staff would use some element of live delivery so that isolating students can participate in the learning. There could be scenarios when more of your class is isolating than at school, therefore, whole class instruction for part or all of your lesson(s) will be a vital part of the learning. This will vary from subject to subject. Isolating students would then complete the written activities individually. 'Live' lessons could incorporate;

- a. Staff could use Microsoft Teams and the visualiser to complete whole class explicit instruction.

- b. Staff could use Microsoft Teams to share powerpoints and other documents with students during whole class instruction.
- c. Use Microsoft Team chat for students to ask questions ‘live’.
- d. School e-mail could be used so that students can ask questions ‘live’ in the lesson and get their queries answered.
- e. Prepare recordings of demonstrations or modelled worked examples
- f. Use loom to pre-record voice over powerpoint instructions

Some students may require checklists or daily plans to support them to work independently at home. This will be assessed by the AL and SENDCO and supported by remote support from TAs

Training and coaching will be continually be provided to both students and staff to enable them to make best use of Teams for learning.

### Staff Isolation

All staff in department teams should be following the same sequence of learning. All Team Leaders should have electronic copies of the sequence of learning, curriculum maps and schemes of work for all subjects and year groups within their Team.

There are a number of possible scenarios where staff would be isolating at home. These may not be exhaustive and we will work together to ensure there is a high quality continuity of learning for students with a balance of staff need.

<p>1. Staff are Isolating due to possible COVID or COVID within their household but are well enough to work-Isolating and working from home</p>	<p>If staff know that they will be isolating or absent for a number of days up to 10 days, then a long-term plan for their lessons should be e-mailed through to their Team Leader. This long-term plan should show the schemes of work/ curriculum plan being used, lesson titles and indicating where ‘live’ lessons will take place.</p> <p>Work is set by the teacher and e-mailed to the Cover Team and Team Leader.</p> <p>Staff teach ‘live’ lessons to their classes. The minimum expectation is</p>
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	<p>that this is the explicit instruction and scaffolding for the lesson. There will be a member of school staff in the classroom. Send the Microsoft Teams invite to the Cover Team.</p> <p>If possible Staff remain on-line to answer questions via Microsoft Team Chat, via the cover teacher, from students.</p> <p>Staff must be available to answer e-mail queries throughout the teaching day, either from staff, cover teachers or students.</p>
<p>2. Staff are Isolating due to possible or confirmed COVID and are not well enough to work due to COVID symptoms. They are off sick</p>	<p>If staff know that they will be absent for a number of days up to 10 days, then a long-term plan for their lessons should be e-mailed through to their Team Leader.</p> <p>Work is set by the teacher and e-mailed to the Cover Team and Team Leader</p> <p>In case of extreme illness Team Leaders may need to support by using the schemes of work and curriculum plans to set work.</p>
<p>3. Staff are absent due to child sickness</p>	<p>If there is another adult in the household then negotiate a workshare for each day.</p> <p>Work is set by the teacher and e-mailed to the Cover Team and Team Leader.</p> <p>Staff teach ‘live’ lessons to their classes. The minimum expectation is that this is the explicit instruction and scaffolding for the lesson. There will be a member of school staff in the classroom. Send the Microsoft Teams invite to the Cover Team.</p> <p>If possible, Staff remain on-line to answer questions via Microsoft Team</p>

	<p>Chat, via the cover teacher, from students.</p> <p>Staff must be available to answer e-mail queries throughout the teaching day, either from staff, cover teachers or students.</p>
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### **Curriculum Team Leaders need to;**

- Ensure each member of their team can use Microsoft Teams, Microsoft Forms.
- Research and identify on-line platforms that could be utilised by students at home (Active Learn, GCSE Pod)
- Discuss blended learning regularly in team meetings, share and reflect on experiences and develop ideas
- Make use Oak National Academy, SENECA and other on-line platforms when needed.
- Ensure each staff member has a visualiser and knows how to use it
- Ensure that there are long term plans and schemes of work for all subjects.

### **Evaluation and CPD**

We will evaluate regularly with staff, students and parents, and share our learning through teaching and learning briefings and bespoke CPD sessions and our 'Digital Pioneers'. Our evaluation model can be requested from the school.