THOMAS
TALLIS
SCHOOL

Education to understand the world and change it for the better

Remote Learning Policy 2020-21

In this school plan we reinforce what we do well, address our challenges and continually develop a community of creativity. We have built it around our school aim: education to understand the world and change it for the better

Children are the heart of the school. We respect and care for them as they grow so that they leave us with the knowledge, character and habits to change the world for the better.

	Aim	Objectives	
1	A powerful curriculum	a.	broad and balanced curriculum
		b.	powerful knowledge
		c.	curriculum committed to global justice, fairness and sustainability.
2	The best teachers	a.	recruit, retain and train the best quality teachers with strong subject knowledge
		b.	Monitoring teacher workload
		c.	update Tallis Praxis
3	Great learning and progress	a.	Tallis Habits
		b.	GCSE P8 score to 0+
		c.	maintain ALPS 2
		d.	adaptive teaching
		e.	whole-school expectations literacy and numeracy.
		f.	improve engagement in independent learning
		g.	improve boys' achievement
5	A model for a better world.	a.	To embed the *Framework for Ethical Leadership in Education* in all our work
		b.	To fulfil the public sector equality duty and ensure fairness and equality in all our activities
		c.	Sustainability
		d.	To learn from lockdown so that future closures may be easier to manage better

At Tallis we believe remote learning should allow students to have continued access to a broad and balanced curriculum which helps embed powerful knowledge and skills. We consistently support young people to imaginatively engage in great teaching and learning both inside and outside the classroom in collaboration with staff and the wider community. Remote learning should contribute positively to students' mental well-being with engagement maintaining connections with the school community as well as helping to develop skills needed in adulthood.
Aims of this policy:

- Ensure consistency in the approach to remote learning for students who are not in school
- Set out expectations for all members of the school community with regards to remote learning

Background

Following the March 2020 school closures as a result of the Covid-19 pandemic, this policy has been written to ensure the ongoing education of Tallis students under unusual circumstances. This policy aims to future-proof against closure while also covering the ongoing education of students who cannot be in school but are able to continue with their education while the school remains open.

<u>Preparation for Remote Learning</u>

In line with DfE guidance, Remote Learning means Tallis staff will:

- Set assignments so that students 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 and/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 students' understanding.
- Plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers.

The Education Endowment Fund has also published guidance for remote learning which advises:

1. Teaching quality is more important than how lessons are delivered
2. Ensuring access to technology is key, particularly for disadvantaged students
3. Peer interactions can provide motivation and improve learning outcomes
4. Supporting students to work independently can improve learning outcomes
5. Different approaches to remote learning suit different tasks and types of content.

Quality Teaching at Tallis focuses on four priorities identified by Evidence Based Education's review of teaching and learning as necessary to aid student progress.

The evidence shows teachers need to:

1. Understand the content they are teaching and how it is learnt
2. Create a supportive environment for learning
3. Manage both the physical and online classroom to maximise the opportunity to learn
4. Present content, activities and interactions that activate their students' thinking*

*The structuring of learning and expert explanation of new ideas is key for students to make progress. This must continue through Teams lessons as well as in the school classroom.

<u>Remote Learning Practice and Recommendations (school open):</u>

- Microsoft Teams acts as the single hub for all remote learning interactions, with Insight being used as a mechanism to succinctly inform students and parents about tasks and deadlines.
- Resources for remote learning will be clearly indicated on the appropriate Team and organised into a series of lessons by week or date.
- These are sequenced to ensure students who are not able to attend are supported to understand new content and build new skills.
- If necessary, physical copies of independent learning booklets and/or textbooks will be sent home with the student to return when they come back to school.
- Feedback to students will be at least twice each half term through online assessments or based on physical work sent to school.

- Should a tutor group have to self-isolate, the expectation is Teams lessons should be available for each tutor group while the remainder of their year group is in school. This is unless the teacher and CL agree alternative arrangements are needed due to particular circumstances.
- AM reg should take place for any self-isolating tutor group to allow students to 'check-in' with their tutor and to set them up for the day.

Remote Learning Practice and Recommendations (school full/partial closure: key stages/year groups or one side of the year):

As above but additionally:

- Teachers will need to make themselves available for teaching during their normal working hours and should communicate with the Head and HR manager if this is not possible
- Teachers will deliver a timetable which includes three hours (KS3&4) of Teams lessons per day across subjects, plus a fortnightly tutorial hour, rather than a full timetable to prevent screen exhaustion. KS5 students will receive a minimum of two hours each week per A-level/B-Tech subject and a fortnightly tutorial hour.
- Teams lessons allow teachers to host video and/or audio calls and automatically invite members of their classes (students join by clicking the relevant meeting invite in the correct Class Team)
- Teachers should ensure their lessons reflect on previous Teams learning and clearly plan for progression, using the questions posed in the ASCL remote learning plan or similar.
- Teachers should record the lesson for easy cloud access at a future date and time - particularly for those pupils who are unable to access the live lesson
- Screen sharing will allow teachers to broadcast their screens and open documents during the lesson calls for discussion and sharing with the class.

Tallis will be proactive in ensuring:

- Staff have access to Microsoft Teams for classes and that these are set up
- Students within classes have access to the relevant Microsoft Team
- Students will receive Teams refresher sessions in Computing lessons for KS3 and KS4 Computer Science students and in tutorial periods for the rest of the school
- Staff are familiar with the main functions of Microsoft Teams
- Staff have the ability to host a Teams Meeting (video and/or audio) with their classes either from their classrooms or from home
- Parents and students are made aware in advance of the arrangements in place for the continuity of education

Exceptional circumstances

- If a staff member is required to self-isolate but is well, they should liaise with their CL as to when they are able to live-stream lessons into the classroom or need to set appropriate cover. This is also the case should a staff member need to care for dependents who are also required to self-isolate. Staff should nominate a student to login to the Team and join the meeting for the cover teacher. For KS5 lessons, students should stream the lesson through Teams where possible or watch a recorded version if they are unable to access the live lesson.
- CLs may wish to live stream colleagues' lessons into the absent staff-members' classroom if this would be an effective way of delivering content.
- If staff are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure

Summary

Using existing school systems (specifically, Teams and Insight) means this provision can be put in place quickly and students need only their existing login details. This should ensure the continuity of education for students at Tallis if they are unable to physically join their teachers in the classroom.

WA September 2020