Rutlish School

Remote Learning Plan

October 2020

Table of Contents

REMOTE LEARNING STRATEGY

1.   Context

Rutlish School is proud to be nationally recognised for achieving exceptional educational outcomes for its learners at both KS4 and KS5.

So far during the Covid-19 pandemic, the School has taken a blended approach to remote learning. This has combined aspects of online instruction, setting independent work on Fronter and the sending home of hard copy activities for students.

Classroom teaching and activities were available in school through lockdown for vulnerable children, children of key workers and some Year 10 and 12 students. Students in RR6 were taught some lessons online via Microsoft Teams.

Drawing on our experience of this process, along with feedback from carers, students, staff and governors, the School intends to further develop and improve our approach to distance learning.

This plan aims to ensure the ongoing, first-class education of all our students. It details how we will prepare for and respond to further potential school closures during the Covid-19 pandemic. It also covers the ongoing education of students who cannot attend for self-isolating/shielding reasons while the School remains open.

From September 2020 the school has the capacity to combine traditional teaching with aspects of setting work and live-streaming of lessons via Microsoft Teams, and providing resources to support learning via Fronter. Combining independent study and online learning with live lessons ensures that students receive sufficient instruction with explanation and opportunity to practise using new concepts.

We endeavour to ensure that all students, including those with limited access to technology, those with special educational needs and or disabilities (SEND) or other needs, can continue to learn remotely in the event of school closure or being unable to attend school.

Our Remote Learning Plan is guided by an ambition for excellence built on knowledge of our School community, on educational research and best practice, a concern for equality and inclusion and the need to ensure that the design and delivery of distance learning does not exacerbate existing educational and social inequalities.

2.   How research evidence supports our Remote Learning Plan

A rapid evidence assessment on remote learning conducted by **the Education Endowment Foundation** (EEF) in April 2020 identified five key considerations:
1.   Teaching quality is more important than how lessons are delivered.
2.   Ensuring access to technology is key, especially 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 types of content and students.

This assessment was put together swiftly as a response to educational needs when schools closed due to Covid-19 and published to support the global response to the pandemic.
 The EEF's five key considerations have informed our Remote Learning Plan as follows:
1.   Our remote teaching and learning training is not just focused on how to use relevant technology such as Microsoft Teams, but is centred on developing teaching quality including clarity of instruction, assessment and feedback.
2.   The school has received funding for laptops for disadvantaged students from a range of sources and we continue to identify and support families to ensure they have access to necessary technology.
3.   Our blended approach means that students are able to work collaboratively in live-streamed lessons.
4.   Work posted on Fronter enables and encourages independent study between live lessons.
5.   Our Remote Learning Plan ensures that learning aims lead the selection of most appropriate delivery methods depending on the content being taught and the age / ability of students.

A **National Foundation for Educational Research** (NFER) study in June 2020 found that schools using a Virtual Learning Environment (such as Fronter) to inform students of learning activities, rather than via a school website, and those delivering learning through online learning conversations or activities that consolidate previous learning or revising, had higher student engagement levels. They were also more likely to engage disadvantaged students. Our own experience of lockdown in which we predominantly used Fronter as a delivery method supports these findings.

3.   Access to Technology for Remote Teaching

We recognise the need to further develop our remote teaching capabilities. Several phases of training for live-streaming of lessons have already taken place and this training is ongoing. We will continue to ensure that these skills are nurtured and put into practice. Staff are also being instructed in use of pre-recorded instruction and remotely-recorded feedback to expand their expertise in remote pedagogy techniques.

We continue to use Fronter for the distribution of teaching resources to support face-to-face remote learning on Microsoft Teams. As the year progresses our training will continue so that as soon as possible staff and students will be able to access all their resources via Microsoft Teams.

We have prioritised using in-school IT lessons to prepare all students for possible future remote learning, ensuring they are able to understand Microsoft Teams and can download/upload work via both Microsoft Teams and Fronter.

We have taken steps to provide staff access to technology should the need for remote teaching arise individually or in the case of whole-school closure. Microphones and webcams have been purchased for desktop computers in the School. All staff now have access to laptops should they need to teach from home.

Where students are unable to access technology, we will provide printed resources. We will endeavour to ensure this does not restrict a student's educational experience or access to a broad and well-sequenced curriculum.

4.   Curriculum

In the first fortnight of the 2020-2021 academic year, all departments completed an assessment of pupils to identify gaps in learning created by lockdown. Curriculum maps were developed for the year ahead and were communicated to parents.

We are committed to providing this same curriculum both in school and in a remote learning situation.

We will continue to maintain a broad and ambitious curriculum for all students and we will work with teachers to ensure that work set or taught remotely is planned, well sequenced, designed to build on prior knowledge and clearly moves students forward in their learning.

5.   Teaching Methodology and Assessment

In developing our remote learning experiences and moving towards a blended learning approach, we continue to consider how the technology available can be used best to engage students and achieve teaching goals.

When we plan a sequence of lessons online to achieve learning goals, we will publish to students and parents/carers the learning journey for that topic. This will map out the date and time for face-to-face sessions, outline work driven by tasks delivered via Fronter and give details of when Microsoft Teams will be used for live teaching and learning.

Students will be informed of how and where to access classes that have been recorded for later use, for example for revision purposes or if they are unable to attend a live class.

Remote Key Stage 3 lessons will generally be up to 40 minutes long. Key Stage 4 lessons will be up to an hour long. Key Stage 5 classes will be up to two hours long. Lesson length may vary depending on the learning goal or the nature of the subject. For example, Modern Foreign Languages might require more face-to-face time in order to hear all students speak. An A-level assessment might last two hours so that the teacher can observe students

working independently online. A group of Year 10 students might be asked to work in silence as they complete a task downloaded from Fronter whilst being observed working via Microsoft Teams to ensure they develop the necessary independent learning skills.

We encourage and aim to explore the multimedia aspects of e-learning through visuals, video and audio where possible. Links to videos, online experiments, animations and podcasts can be helpful in providing different ways of explaining concepts, assisting students who are less confident, and in lieu of teacher-led explanation. We will adjust existing practices and resources to ensure that they remain accessible and engaging for students working remotely.

Differentiation continues to be a priority, ensuring that remote learning is accessible to all our students. We aim to ensure the resources provided are appropriately differentiated for students, in order to deliver a positive learning experience for all.

Ensuring high standards of work by students is a priority. We will assess work carried out via the systematic monitoring and tracking of students' completed work and through direct observation of lessons taught. Feedback will be provided via Fronter, face-to-face consultations with students and carers where appropriate, and via written reports.

Teacher performance will be scrutinized by line managers who will have access to their colleagues' Teams classrooms and Fronter accounts in order to assess the quality of their work.

As a school we have adjusted our procedures for performance management and quality control so that both the learning in school and any learning at home will continue to meet the expectations and high standards for which the School is renowned and will continue to improve through identifying and sharing best practice widely.

6. Future Live-streaming of Lessons

All classes are set up on Microsoft Teams and Fronter in preparation for the event of sudden school closure. Should this occur, it is our goal to maintain a full timetable with a large number of live lessons. We will also offer contact time with form tutors and Heads of Year to support student personal development and wellbeing.

We continue to develop and refine our understanding of Microsoft Teams through ongoing training. As stated above, the School will also consider alternative platforms and software as appropriate to support best practice in teaching and student learning.

Throughout October 2020, we will pilot a study on whether learning goals are better achieved by self-isolating students if they are able to log in to some live lessons while they are being delivered. Early indications are that this approach works well in some classes, particularly for older students whose lessons tend to be more teacher-led and lecturing in style.

Our pilot seeks to identify best practice across the school, with a focus on younger pupils who require more active and engaging teaching methodologies. Learnings from this pilot will be adopted as soon as possible following October half-term.

In the meantime, all self-isolating students will be able to access via Fronter the learning resources from missed lessons within 24 hours of the lesson having taken place.

7. Blended Learning

Alongside live lessons, we continue to evaluate the curriculum to identify suitable opportunities for independent study and activities which can be set on Fronter and which require less instruction and teacher guidance.

We will prioritise seeking out resources which facilitate the independent element of the blended learning approach.

We will endeavour to avoid research-based activities and project work, so that all students can benefit from well-planned and sequenced activities in line with the curriculum.

We will continue to evolve our approach based on what we find works best to achieve the desired learning outcomes.

8.   Safeguarding

The safeguarding of students continues to be an overriding priority, to ensure that students are able to work safely from home when and if required.

The majority of our staff were trained on the protocols for remote teaching in the summer term, particularly as regards delivery of live lessons. Further training has been delivered from September to all staff. We continue to follow the DfE guidance on protocols of remote teaching and will continue to evaluate the practices we employ in order to plan next steps.

9.   Summary of Plan

Actions in the event of:

Student self-Isolation	Partial School Closure	Full School Closure
- Communicate student absence to teachers. - Pilot some teachers to log in to Microsoft Teams during live lessons so students can join for instruction / explanation. - From half term, following pilot, introduce best system to deliver learning goals. - Teachers to upload relevant activities to Fronter prior to live lesson. - For any students without technology, printed copies of resources used in lessons with tasks will be sent home. Curriculum learning goals should be the same as those delivered in class.	- Teachers to deliver lessons as timetabled in class and, if needed, remotely on Microsoft Teams. - Teachers to publish online learning journeys for each unit of work with calendar of lessons, dates and times. - Tutors to deliver tutor time remotely on Microsoft Teams. - Teachers to supplement lessons with activities on Fronter which are related to live lessons. - For any students without technology, printed copies of resources used in lessons with tasks will be sent home. Curriculum learning goals should be the same as those delivered in class .	- Full timetable to be delivered on Microsoft Teams. - Teachers to publish online learning journeys for each unit of work with calendar of lessons, dates and times. - Tutors to deliver tutor time remotely on Microsoft Teams. - Teachers to supplement lessons with activities on Fronter which are related to live lessons. - For any students without technology, printed copies of resources used in lessons with tasks will be sent home. Curriculum learning goals should be the same as those delivered in class.

PROTOCOL FOR REMOTE LEARNING

Microsoft Teams
Safeguarding and Conduct

Staff will:
- Ensure lessons are conducted on school devices which are in an appropriate place (i.e. not a bedroom or bathroom) **and** backgrounds are blurred or display the Rutlish logo
- Provide lessons for students who are isolating at home whilst their bubble is in school via Fronter or Teams
- Be professionally dressed in accordance to the staff handbook dress code
- Wear their school lanyard and ID badge whenever visible on camera
- Use professional language at all times
- Where the chat function is enabled, 'restrict' all non-text chat function (e.g. giphy, memes, stickers)
- When screen sharing, ensure any tabs/information that are visible are appropriate for a student to see
- Manage 'raise hand' function for students should they need to communicate during a virtual lesson
- Manage behaviour in accordance with the wider school behaviour policy for remote/online learning and remove students who do not comply
- Record all remote lessons delivered via MS Teams and retain for the duration of the students time at Rutlish or RR6

Students will:
- Login using the email provided by Rutlish for Office 365
- Ensure their login details are never given to or shared with other students
- Must check phishing and security settings on devices prior to accessing the meeting
- Ensure laptops/computers are in an appropriate place
- Be appropriately dressed for all lessons
- Be prepared to learn with all necessary books and equipment before the lesson starts
- Login to MS Teams 5 mins before to ensure a prompt start to the lesson
- Register with tutors virtually in the morning
- Ensure audio is muted on entry to the lesson
- Ensure background is blurred at all times (students without the ability to blur background must sit in front of a plain wall)
- Never share their screen
- Make sensible contributions to their lesson via chat, audio or whiteboard
- Ensure that appropriate language is used throughout the lesson both in chat and via audio
- Not use their own personal devices during a lesson, or to record or share any of the information or discussions from the meeting outside of the team
- Behave appropriately. The school's safeguarding, behaviour and acceptable use policies apply. Any student found in breach of these rules will be dealt with according to the behaviour policy
- Remember all interactions are recorded and retained. Any comments made via audio or written communication cannot be erased and sanctions will apply where conduct in not appropriate

Parents/carers should:
- Ensure they have read and understood the protocol, and completed the permission form online
- Ensure that any joining email is from the school email address, this will prevent any impact from phishing emails where people try to get someone to click on a fraudulent email
- Ensure that the computer is in a suitable place, not in a bedroom or bathroom for example
- Ensure that students are appropriately dressed
- Ensure that anyone else in the household uses language that is professional and appropriate
- Be aware that for student's safety the meeting will be recorded. The recordings will be kept on our school servers for the duration of the student's time at Rutlish and will then be archived

- Any parent, carer or student who wishes to make a 'Freedom of Information Subject Access Request' must follow the School's GDPR policy by writing to the Headteacher

Staff Student Interaction

Chat function
- The chat function will be enabled for students to communicate with the teacher ONLY
- The chat function will allow students to type questions to the teachers
- All messages will be retained and cannot be deleted once written
- 'Restrict' all non-text chat function (e.g. giphy, memes, stickers)

Audio
- Audio will be disabled on entry to the meeting
- Should a student wish to ask a question, they must use the "Raise hand" function and wait for the teacher to instruct them to speak
- Students must disable audio once they have finished asking their question

Video
- Staff and students will be on camera
- All students should ensure backgrounds conform to the expectations set out in the student section
- Staff will be able to monitor student work via the video function
- Students will behave as they would in a normal classroom based lesson
- Staff will follow up all behavior and learning concerns as they would in a normal classroom based lesson

Next steps for SLT

Date	Action	Performance indicator
2nd - 4th Sept	Explain to staff new routines for school teaching in bubbles.	All departments able to teach and all pupils able to learn.
7th -18th Sept Cycle 1	1. Staff get used to moving between lessons, how to store resources, seating plans, where work rooms available, where to eat, new routines for teaching etc. 2. Staff assess any gaps in learning during lockdown. 3. All pupils surveyed regarding IT equipment/ bandwidth available at home. 4. HoDs provide KC with amended curriculum intentions.	1. Staff teach first timetable cycle. 2. All lessons deemed to be at least "good". 3. We are aware of home IT resources. 4. Staff know what gaps in learning exist and have adapted their planning accordingly.
21st -25th Sept Cycle 2	1. HoDs curriculum maps tidied up by office staff 2. Working group meets and publishes proposals to all middle leaders for (a) online learning if a new lockdown, (b) working from home for those self-isolating (c) quality control/ performance management and improving provision 3. Meet with PTA to hear parents' concerns re lockdown 4. Ask departments to provide proposals for catch-up sessions for all years 5. Audit all Pupil Premium pupils for access to IT and allocate resources as needed	1. Curriculum maps published to parents for all years. 2. Proposals agreed with staff/ unions and SLT. 3. Attend PTA meeting. 4. Receive proposals. 5. Audit complete and resources issued.
28th Sept -8th Oct Cycle 3	1. Plan and start training for staff in Microsoft Teams including twilight and 23rd Oct training day. 2. Apply for additional training day 12th or 16th October. 3. Plan and complete training for all years in Microsoft Teams for all students. Complete and post online short 'how to' videos. 4. HoDs meeting to clarify Teaching & Learning Policy, discuss training and move focus onto what good teaching looks like in the Covid era, including work set for absent pupils and online teaching. 5. AHT (KS3/4/5) systematically visit lessons within their phase and draw up a one-side A4 of best practice guide. 6. Plans for Covid catch-up are developed and start to be put in place. 7. New Teaching & Learning Policy published to parents. 8. HoDs asked to provide schedule for work scrutiny including schedule to be followed with online learning (if/when) for the remainder of the term.	1. Training planned, calendared and taking place. 2. Training day happens. 3. Training takes place. 'How to' videos are posted. 4. HoDs meeting Wed 30th Sept 5. Monitoring visits take place Best practice identified. Guides provided. 6. Detailed plans in place and, where relevant, started. 7. Policy published. 8. Schedule published.
12th - 23rd Oct Cycle 4	1. Training days take place. 2. HoDs publish phase-related teaching & learning guidance for their subject as a support for PM.	1. All staff able to use Microsoft Teams to teach lessons remotely. 2. All staff able to post and receive pupil work from Fronter 3. All middle leaders able to quality control work online
	Ongoing: The Remote Learning Plan is followed and monitored, while evolving and improving as required.	