

Rutlish School



Remote Learning Plan

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Table of Contents

Introduction	2
How research evidence supports the Remote Learning Plan	2
School Remote Learning Aims.....	2
School Technology.....	3
Curriculum.....	3
Teaching	3
Feedback and Assessment.....	4
Quality Assurance and Staff Training.....	4
Safeguarding.....	5
Summary.....	5
Appendix 1	6
PROTOCOL FOR REMOTE LEARNING	6

REMOTE LEARNING PLAN

Introduction

The DfE has written specific [guidance for schools to adhere to during a national lockdown](#) and as such, has issued a temporary continuity direction that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).

Rutlish School is proud to be nationally recognised for achieving exceptional educational outcomes for its learners at both KS4 and KS5. The school takes a combined approach to remote learning utilising online instruction and setting independent work on Fronter and Microsoft Teams. Classroom teaching and activities continue to be available at school through lockdown for vulnerable children and children of critical workers. Drawing on experience, with feedback from carers, students, staff and governors, the school continuously develops and improves its approach to remote learning.

How research evidence supports the 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.

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 experience during the Spring /Summer lockdown supports these findings.

Additionally, the school continues to build on best practice and guidance provided by Ofsted [‘What’s working well in remote education’](#), January 2021.

School Remote Learning Aims

Our Remote Learning Plan is guided by an ambition for excellence built on knowledge of our school community, on educational research and best practice, an awareness for equality and inclusion and the need to ensure that the design and delivery of remote learning does not exacerbate existing educational and social inequalities. The school aims are as follows:

- To ensure uninterrupted first-class education of all our students.
- To provide for students learning remotely during a school closure and those who cannot attend for self-isolating or shielding reasons whilst the school is open.
- The school combines traditional teaching through live streaming of lessons on Teams with setting work and providing resources to support learning via Fronter.
- The combination of independent study and learning through live lessons ensures that students receive sufficient instruction with explanation as well as 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.

The research informed our Remote Learning Plan when it was first created in October 2020.

- Our remote teaching and learning training is not just focused on how to use technology such as Teams, but is centred on developing teaching quality including clarity of instruction, assessment and feedback.
- 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.
- Our blended approach means that students are able to work collaboratively in live-streamed lessons.

- Work posted on Fronter enables and encourages independent study between live lessons.
- 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.

School Technology

We use Teams for face-to-face remote learning and Fronter for the distribution of teaching resources to support learning. During Autumn 2020, we prioritised using in-school IT lessons to prepare all students for possible future remote learning, ensuring they are able to understand Teams and can download/upload work via both Teams and Fronter.

Staff have been provided with the hardware and software they need to teach remotely, either from school or home.

Students have been surveyed to ascertain their access to technology for remote learning. As a result, the school has made available all equipment identified as needed. This has primarily been for pupil premium students and other vulnerable students. This is an ongoing process as further needs are identified. Should students be unable to access the internet or technology, we will endeavour to help with the provision of devices and provide printed resources where possible. We will also ensure this does not restrict a student's educational experience or access to a broad and well-sequenced curriculum.

Students and parents/carers must sign the school loan form and ICT acceptable use agreement to borrow school owned laptops and those given to the school by the DfE.

Curriculum

At the start of the academic year, all departments assessed students to identify gaps in learning created by the spring/summer lockdown. Curriculum maps were developed and communicated to parents.

The school is committed to providing the same curriculum for students both in school and remote learning. We maintain a broad and ambitious curriculum for all students and work with teachers to ensure that work taught remotely is planned, well sequenced, designed to build on prior knowledge and clearly moves students forward in their learning.

The sequence of lessons planned for teaching is published to students and parents/carers on Fronter in the Resources folder and this learning journey is discussed with students in lessons. It maps out the date and time for face-to-face sessions, outlines work driven by tasks delivered via Fronter and gives details of when Teams is used for live teaching and learning. Teachers add resources to the learning journey of each topic as needed.

We expect students with special education needs to successfully access remote education alongside their peers. Where SEND students are not able to attend school, their remote learning is supported by LSAs who also attend the online lessons. School intervention and small group work will also be provided for SEND students remotely during a national or local lockdown period where the school is partially closed.

Teaching

In developing the remote learning experience and moving towards a blended learning approach, the school continues to consider how the technology available can be used to engage students and achieve learning goals. We continue to evaluate the curriculum to identify opportunities for independent study, activities which can be set on Teams and Fronter and those which require less instruction alongside live lessons.

We use 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. When students are receiving in school teaching, we continue to use our blended learning approach to maximise the learning opportunities for any students who are self-isolating.

All classes are set up on Teams and Fronter for remote learning during a partial or full school closure. During any closure the school maintains a full timetable with the majority of delivery via live lessons. Contact time with Form Tutors and Heads of Year to support student personal development and wellbeing will continue.

Students are 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 are generally up to 40 minutes long,
- Key Stage 4 lessons an hour
- Key Stage 5 classes up to two hours.

Lesson length varies depending on the learning goal or the nature of the subject. For example, Modern Foreign Languages might require more face-to-face time 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 written task whilst being observed to ensure they develop the necessary independent learning skills.

We encourage the use of multimedia to support remote learning through visuals, video and audio. 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 supports teacher-led activities. Teachers review their 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 students. In order to deliver a positive learning experience for all students we aim for resources to be appropriately differentiated for students.

The school will review the best way to facilitate learning should there be a significant number of students not attending school; this can include a tutor group or whole year group being moved to remote learning. All self-isolating students will be able to access via Fronter/Teams the learning resources from missed lessons within 24 hours of the lesson having taken place.

Feedback and Assessment

We continue to follow the school's assessment for learning guidance, marking work after six hours of teaching enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate.

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

Quality Assurance and Staff Training

Teacher performance is scrutinized by line managers who have access to their colleagues' Teams classrooms and Fronter accounts in order to assess the quality of their work. To establish and build on best practice systemic work scrutiny and virtual learning walks regularly take place. Staff have been trained and supported so that all are able to reach the standards of the best. The school has made use of the [DfE review guidance](#) for remote education.

We have adjusted our procedures for performance management and quality assurance so that both learning in school and learning at home continue to meet the expectations and high standards for which the school is renowned. We continue to improve through identifying and sharing best practice widely.

We continue to develop and refine our understanding of Teams through ongoing training. The school continues to research the use of technology to support effective remote education, including assistive technologies for pupils with SEND. We continue to evolve our approach based on the sharing of best practice to achieve the desired learning outcomes.

As the year progresses our training continues so that staff and students are able to access all their resources via Teams and Fronter and develop our remote teaching capabilities. Several phases of training for live-streaming of lessons have taken place and this training is ongoing. We continue to ensure that these skills are nurtured and put into practice. Staff have been instructed in use of pre-recorded instruction and remotely-recorded feedback to expand their expertise in remote pedagogy techniques.

Safeguarding

The safeguarding of students is an overriding priority to ensure that students are able to work safely from home.

Staff have been trained in the delivery of remote learning and the safeguarding protocols that need to be applied. We continue reflect on our practice, follow the DfE guidance on the protocols of remote teaching and adhere to the KCSIE guidance.

Parents have been given the Remote Learning Plan and Parent Guide to Remote Learning, which includes protocols for students and parents.

Summary

Actions in the event of:

Student self-isolation when school is fully open	Partial School Closure	Full School Closure
<ul style="list-style-type: none"> • Communicate student absence to teachers. • Teachers to upload relevant activities to Fronter after the lesson as it is not always possible to do so beforehand. • For students without technology, printed copies of resources used in lessons with tasks will be sent home. <p>Curriculum learning goals should be the same as those delivered in class.</p>	<ul style="list-style-type: none"> • Teachers deliver lessons as timetabled in class and, if needed, remotely on Teams. Remote lessons will be found in the student's Teams calendar. • Tutors deliver tutor time remotely on Teams. • Teachers supplement lessons with activities on Fronter/Teams which are related to live lessons. • For any students without technology, printed copies of resources used in lessons with tasks will be sent home. <p>Curriculum learning goals should be the same as those delivered in class .</p>	<ul style="list-style-type: none"> • Full timetable will be delivered on Teams. Each lesson can be found in the student's Teams calendar. • During lessons, teachers make explicit the online learning journeys for each unit of work. • Tutors deliver tutor time remotely on Teams. • Teachers 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. <p>Curriculum learning goals should be the same as those delivered in class.</p>



PROTOCOL FOR REMOTE LEARNING

Microsoft Teams

Safeguarding and Conduct

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 Teams 5 minutes before to ensure a prompt start to the lesson.
- Register with Tutors virtually in the morning.
- Ensure camera is enabled and 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.
- Students must not record or share any of the information or discussions from the lesson outside of their class.
- Behave appropriately and as they would be expected to in a normal classroom based lesson. The school's Safeguarding and Child Protection, 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 is not appropriate.

Parents/Carers will:

- 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 the school servers for the duration of the student's time at Rutlish and RR6, and will then be archived.
- Any parent, carer or student who wishes to make a *Freedom of Information* or *Subject Access Request* must follow the school's GDPR policy by writing to the Headteacher.

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.
- All lessons are calendared in Teams a week in advance so students are aware of their daily schedule.
- Provide lessons for students who are isolating at home whilst their class or year group is at 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 Teams and retain for the duration of the students' time at Rutlish or RR6. Inform students the lesson is being recorded.

Staff and 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 muted/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 mute/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.