Vanguard School

Support Home Learning Procedure

Issue Date: 13.10.20

Agreed by Governors – to be ratified Reviewed December 2020

Next Review December 2021

Rationale

In the event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence.

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home.

Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms. There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance.

This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their daughters from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

The purposes of this policy are threefold:

• To outline procedures and practice for pupils in self isolation, and are otherwise fit and healthy, to continue with their academic program.

 • To outline procedures and practice for staff in self isolation, and are otherwise fit and healthy, to continue with teaching, and setting, marking and feeding back on pupil work as part of a normal academic program.

• To outline procedures and practice for staff, pupils and their parents to continue with the academic program if the School has to close due to advice from the Government and/or Public Health England or similar body.

Remote learning for pupils who are in self isolation whilst the school is still open

Pupils are required to self-isolate if they have been in an affected area and are displaying flu like symptoms, or if they have been to one of the designated affected areas according to Public Health England even if they are not displaying symptoms.

During any such period, the School will make sure that education is provided remotely (online) so no-one need fall to far behind. This policy summarises the provision of remote learning for pupils in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

Pupil/Student expectations:

- Pupils should retain structure to their working day starting with log-in to Google Education Suite (G Suite) by 9:30am
- Pupils should follow their school day timetable for each day when accessing the remote learning lessons and tasks set for them online. In special circumstances, an updated, specialised timetable will be issued to parents/carers and their child. You will be contacted directly by the school if a specialised timetable is required.
- The school day timetable provides 5 hours of learning time per day. This relates to both Key Stage 3 and Key Stage 4 pupils (in Years 7 - 10).
- Check GSuite to see the posts/resources for each subject.
- Complete all set work and, if requested, to hand in work on GSuite.
- Use designated 'GSuite Stream' to communicate with their teachers and ask questions if they do not understand/require help. Alternatively, they may need to email the teacher using Gmail as appropriate/if they are having difficulties.
- Pupils must sign off that they have completed set work as per teachers' instructions using the GSuite 'submit' function.

Teacher expectations:

• It is recognised that teachers will have to cover their normal timetabled lessons and may be teaching classes for most of the day.

• They should endeavour to find time whenever possible during lessons to set work that covers the salient points covered.

• Any electronic resources used in the lesson, including work sheets or PowerPoints used, should be shared with absent pupils. It is recognised that some lessons are discussion based and it is more difficult for pupils at home to benefit from this kind of activity. Alternative tasks should be set by the teacher if time allows.

Parents/Carers' expectations:

• Encourage and support their children's work, including finding an appropriate place to work, checking that set work is completed and ensuring they have some structure to the working day: start and finish times and appropriate breaks.

• Contact the pupil's tutor if there are any concerns.

1 Remote teaching for staff who are in self isolation

Teaching staff are required to self-isolate if they have been in an affected area and are displaying flu like symptom. During any such period, the School will ensure that the lessons are covered in a similar way to any other planned absence, so no-one need fall behind.

This policy summarises the provision of remote teaching by teaching staff in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

If a member of staff is required to self-isolate, they are expected to:

• Follow the normal guidelines for planned absence. They should plan resources and set cover work for another teacher, who may not be a subject specialist, to follow.

• Additionally, they should mark work and give feedback remotely as per point 3 below.

2 Remote teaching and learning in case of enforced school closure If the school has to undergo enforced temporary closure due to government and/or public health guidelines, the following will apply:

Pupils/Student expectations:

• Pupils should retain structure to their working day starting with log-in to GSuite at 9:30am

• Check GSuite to see the posts/resources for each lesson and work through tasks in a timely fashion.

• Complete all set work and hand in work on GSuite.

• Use designated 'GSuite Forum Pages' to communicate with their teachers and ask questions if they do not understand/require help within normal school time hours. They may need to email the teacher as appropriate/if they are having difficulties with the system.

• Pupils must sign off that they have completed set work as per teachers' instructions using the GSuite 'submit' function.

• Pupils may need to photograph work of a visual nature and use the GSuite stream to submit this to teachers.

The setting of tasks

Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should

ensure the pace of content coverage is as close as possible to in-school teaching and ensure students do not fall behind.

The nature of tasks set should allow students to learn independently, without the specific support of an adult at home. Unless there is a good reason not to, tasks will be set for individual classes.

 The type of task set will vary between subjects, but examples of appropriate tasks might include:

• Reading and noting new material from a common subject area textbook or electronic resource

• Working through subject-specific presentations or worksheets provided by the subject area

• Watching a relevant video resource and making notes on it

• Completing a listening exercise (e.g. in languages)

• Written responses to prompt questions, essay plans etc.

 • Completion of practice questions or past papers, particularly for those in examination years

 • Working through relevant exercises offered by external providers (e.g. Accelerated Reader, Heggarty Maths)

 Teachers will set tasks through Google Classroom and it is the responsibility of teachers and students to ensure they know how to use this functionality effectively (instructions are made available separately).

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

• Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research

• Using the "Comments" function on online documents on google classroom

• Providing feedback directly

• Sending a direct email to students with specific feedback / targets Live sessions

There will be no live teaching completed on Google Classroom

Teachers and support teachers are expected to:

• Upload teaching materials/lessons to GSuite

• Teachers will endeavour to set work for core subjects and topic work in primary and middle school and for core subjects in at Key stage 3 and for GCSE Subjects including options lessons for KS4 and 5 and be available to answer any questions pupils may have via GSuite Stream.

• Set tasks on GSuite that include lesson activities and resources.

• Mark and feedback using GSuite with the same regularity they would have done if in school. • Make sure that all resources are available online.

• As much as possible, use the usual rewards.

The Learning Mentors are expected to:

• Communicate with teaching staff and support lesson and learning plans for each student in the planned sessions.

 • Connect with parents and/or students, during their usual allocated time, to check how they are coping with the home learning.

• Learning Mentors to reach out to students/staff and provide guidance/feedback as necessary.

Parents are expected to:

• Encourage and support their children's work, including: finding an appropriate place to work, checking that set work is completed and submitted by the end of each day and ensuring that the normal school timetable for the day is followed as much as possible. Contact the tutor if there are any concerns.

Notes

All staff to set tasks using GSuite. Further guidance on using online tools Available tools to enrich home learning are:

• School subscribed software and platforms e.g. My maths,

• BBC Bitesize, GCSE Pod Twinkl, GeoGebra, PHET, YouTube

• Quizlet and Kahoot

• Collaboration - many students will find working from home a lonely experience, without the opportunity to collaborate with their friends.

The use of GSuite forums can give students a space where they can work together with their friends and their teachers to swap ideas and answer questions. Feedback - students can continue to receive the feedback they need through online annotation of documents, along with audio feedback, whilst teachers can track their progress and see where support is required.

Safeguarding during a school closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

More advice on safeguarding and pastoral issues is available in the guidance for teachers document. Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead Miss Evans: antonia.evans@nas.org.uk

Other Policies

To be used in conjunction with Vanguard School Acceptable use of IT Policy.

Please note that any remote working methods should adhere to GDPR guidelines.

In most cases remote working via shared documents and the classes function on Google Classrooms will give you plenty of flexibility.

However, you must use your School account (google classroom / Microsoft teams / outlook etc.)

Communicating via live text (e.g. Google Hangout) does not require specific permission, however, and can be a good way to keep in touch with classes.

Teachers must not set up or join social media groups for school use with pupils (such as WhatsApp etc.). If you need to use any apps or materials that fall outside the School network, please ensure you have discussed with your line manager.