

The Duston School: Remote Learning Plan

Guiding Principles:

- Our core aim is to help students climb the tree of knowledge, so they can access university, higher education, employment or an apprenticeship.
- No pupil should be left behind.
- All pupils have the right to access the same powerful knowledge.
- There is an expectation that students retain what they have been taught in their long term memory (schema).
- Powerful knowledge gives students the cultural literacy they need to become active citizens in society and further their personal aspirations and ambitions.
- The school fully endorses the use of Oak National.
- The school, where applicable, will deliver the curriculum through pre-recorded lessons on Microsoft Teams.
- The school fully adheres to the DFE Guidance for the full opening of schools <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- This remote learning plan applies to both the Primary and Secondary phases of the school.
- Pupils should follow their daily timetable when working from home.
- The school will initiate a daily contact with pupils in the form of an online live assembly at the start of each day, which pupils are expected to attend when isolating, this will be followed up with a daily email via the relevant tutor/class teacher. Pastoral staff will then be available for an hour every day between two and three pm to support any pupils who are struggling.

Key Actions: September 2020

- Staff to receive a briefing session (a walkthrough presentation) and guidance document detailing how to record lessons in Microsoft Teams. Staff will need to sign to say that they have read, watched and understood this guidance. The overall protocols underpinning this will adhere to our IT acceptable use policy and Safeguarding policy.
- A pupil friendly video explaining how to use Microsoft Teams will be aired during tutor time.
- Any pupil who does not have access to the internet/IT at home should notify their tutor or Primary Phase class teacher. Tutors/primary phase teachers should share this collated list with their respective DOY and the relevant Key Stage Senior Leader/s.
- All Knowledge Organisers and Work Books are to be uploaded to Microsoft Teams.
- A letter will be issued to parents detailing what they should do to support their child if they have Covid-19 symptoms and/or are self-isolating.
- Head of Subject/Primary Phase staff are to update their remote learning plans by the 11/9, which can be accessed here:
<https://www.thedustonschool.org/page/?title=Remote+Learning+2020%2D2021&pid=425&postLogin=true>

Stage 1: School Fully Operational, With Full Attendance

- **Actions:** School to run as per the normal timetabled curriculum
- **Staff Responsibilities:** All staff to assume their normal responsibilities
- **Pupil Responsibilities:** To complete all work set
- **Assessment:** All staff to follow the school and/or subject assessment cycle
- **Marking/Feedback:** All staff to adhere to the institutional whole-class feedback approach of once a fortnight

Stage 2: School Fully Operational, With Pupil Absences (including a year group/a bubble)

- **Actions:** Pupils who are absent are to be issued with work via Microsoft Teams and/or hard copy packs of work to complete at home. Each subject/Primary Phase year team will populate Microsoft Teams and the hard copy packs with clear materials to work from, clear tasks to complete and clear instructions. The use of Oak National is also promoted. A weekly plan should be issued via email and Microsoft Teams – see the exemplar below. The school will write home to all parents to

explain this process, which will commence as of Monday 14th September. Parents will be responsible for notifying the school if their household has IT connectivity issues. Where applicable, and this will depend on the fluidity of the situation, pre-recorded videos (as per stage 3) may be needed.

- **Staff Responsibilities:** Heads of Department, Subject Leads and Primary Phase year teams should ensure that this is in place for Term 1 by Friday 11th September and that it is then maintained on a weekly basis. Tutors should maintain weekly contact with any absent pupil, undertaking a welfare check.
- **Pupil Responsibilities:** To complete all of the work either via Teams or the hard copy pack.
- **Assessment:** This should follow the school and/or subject assessment cycle.
- **Marking/Feedback:** Pupils will be provided with feedback in line with the whole-class feedback approach once per fortnight.

Please note: Staff should record the names of pupils not accessing the online work and share this with the respective ADOY/DOY so weekly contact can be made with parents (see the protocol stages below)

Stage 3: Tier 2 School Status Declared (announced by the DFE/NCC)

- **Actions:** The school will enter a rota system, as follows: Key Stage 5 pupils will attend their lessons only and will need to vacate the school site during their private study periods. Key Stage 4 pupils will continue to attend school full time. Key Stage 3 pupils will be placed on a rota, with Year 8 and 9 pupils working remotely from home first for 10 days and then returning to school, with Year 7 pupils remaining in school. Year 7 pupils (if applicable) will then work remotely from home for 10 days while Year 8 and 9 pupils will return to school. The Primary Phase will remain fully open and will continue to run with all year groups in school as per the most up-to-date DFE guidance. A weekly plan should be issued via email and Microsoft Teams for those pupils working remotely– see the exemplar below.
- **Remote Working Protocol:** All staff will continue to work in school. Staff will need to pre-record 20 minute long lessons (see the history examples below). These lessons should be in line with the principles of the Teaching and Learning booklet page 4, which can be accessed here: <file:///E:/Teaching%20and%20Learning%20Publication/Teaching%20and%20Learning%20booklet%202021.pdf>. There should also be a task sheet to accompany this lesson for pupils to complete. Pupils should also utilise the school's Knowledge Organisers and work from these as well. The use of Oak National is also promoted. Heads of Subject / Primary Phase year teams should have the plans and organisational structure for this in place by Friday 11th September. Work set should adhere to the following key principles: the use of low stake quizzes, aspects of the pre-recorded video should have pause points built in where pupils can engage with tasks/activities, there should be an independent task that is modelled/scaffolded.
- **Responsibilities:** Heads of subject/Primary Phase staff should strategically divide their teams (where possible) into sub groups, so each sub group can record key lessons and produce key resources. The normal subject teacher should be available during the normal lesson time to address queries and/or concerns via

Microsoft Teams and/or email. SLT line managers will work with departments to support them in their use of Oak National. Tutors should maintain weekly contact with those pupils who are out of the building to check on their welfare.

- **Assessment:** Pupils in school should continue to follow the normal school assessment cycle.
- **Marking/Feedback:** Pupils in school will continue to receive feedback in line with the normal fortnightly whole-class feedback approach. Pupils working remotely will receive whole-class feedback via Microsoft Teams.

Please note: Staff should record the names of pupils not accessing the online work and share this with the respective ADOY/DOY so weekly contact can be made with parents (see the protocol stages below)

Stage 4: School forced to enter a full closure (Key Worker / Vulnerable Pupils Only Attending)

- **Actions:** The school will enter a forced closure and only be open to vulnerable pupils and the children of Key Workers. A staff rota will be initiated to support these pupils whilst in school.
- **Responsibilities:** Heads of Subject/ Primary Phase year teams should organise their teams (where possible) into mini teams, with each mini team looking after a year group. Each mini team should look to produce pre-recorded 20 minute long lessons (see the history examples below). Departments should circulate a pre-recorded lesson for every lesson on the timetable i.e if there are 5 English lessons in a week, there should be 5 pre-recorded lessons. These lessons should be in line with the principles of the Teaching and Learning booklet page 4, which can be accessed here: <file:///E:/Teaching%20and%20Learning%20Publication/Teaching%20and%20Learning%20booklet%202021.pdf>. There should also be a task sheet to accompany this lesson for pupils to complete. Pupils should also utilise the school's Knowledge Organisers and work from these as well. The use of Oak National is also promoted. Heads of Subject / Primary Phase year teams should have the plans and organisational structure for this in place by Friday 11th September. Work set should adhere to the following key principles: the use of low stake quizzes, aspects of the pre-recorded video should have pause points built in where pupils can engage with tasks/activities, there should be an independent task that is modelled/scaffolded. Class teachers should be available to address issues and concerns via email and/or Teams within a 48 hour period. A weekly plan should be issued via email and Microsoft Teams – see the exemplar below. SLT line managers will work with departments to support them in their use of Oak National. Tutors should send a weekly email to their tutees to check on their welfare.
- **Assessment:** Pupils should engage with remote assessments in line with the school/department's own assessment cycle.
- **Marking/Feedback:** Pupils should receive fortnightly whole-class feedback via Microsoft Teams.

Please note: Staff should record the names of pupils not accessing the online work and share this with the respective ADOY/DOY so weekly contact can be made with parents (see the protocol stages below)

Exemplar Pre-Recorded Lessons: These can be found here -

https://thedustonschool123-my.sharepoint.com/:f:/g/personal/sstrickland_thedustonschool_org/En2siXjnk9tDnWjuRSrEGlUBu3-6NQryp2-KNOG13JkQ

Exemplar Weekly Plan:

Year	Unit title	Content	Independent task
7	<p>Origins of Literature Week one</p> <p>BQ 1: How were myths used to explain creation? BQ 2: How do the mythological stories provide a moral message for human beings?</p>	<ul style="list-style-type: none"> Lesson one: read the big lecture notes and read the First order. Complete up to page 8 of the workbook Read Tales from Ovid and complete up to page 11 of the workbook. Complete up to page 15 of the workbook, planning your writing task before writing using the teacher model. 	Write the process of metamorphosis from Lycaon's point of view.

Follow Up Action:

- The school will communicate to parents/guardians the expectations for stages 2, 3 and 4 in a swift and timely fashion

Protocol For Pupils Not Accessing Remote Learning:

With the potential for a large number of pupils working remotely from home, as a school we have to be realistic and mindful of home circumstances. This includes some students not being able to gain access to a computer until the evening / sharing with siblings during the day. Staff should take this into consideration when setting deadlines for work, this includes same day deadlines, for example 3.00pm.

At stage 1 of the Remote Learning Policy ADOYs will email home to raise awareness if a concern has been raised in multiple subjects. Upon the student returning to school it will be the responsibility of teaching staff to follow up on any outstanding work. If no work has been completed then staff should use their professional judgement as to whether it warrants a behaviour point or not. If you a behaviour point is issued staff should still meet with the pupil to ensure that they know what work to do and follow this up with the pupil. Multiple concerns regarding the non-completion of work will be escalated, as per the chart below.

Protocol For Pupils Not Accessing Remote Learning:

Stage 1: ADOY / Primary Phase Teacher to email the parents

Stage 2: DOY / Primary Phase Teacher to email the parents

Stage 3: DOY / Primary Phase Teacher to phone home

Stage 4: Issue escalated to the SLT driving the relevant Key Stage, who will call home

Stage 5: The issue is escalated to the school's safeguarding team, who will undertake safeguarding measures in line with the school's safeguarding protocols

Expectations:

The following details the expectations that are placed on each of the key stakeholders who are involved in remote learning, as follows:

The School will set remote learning daily via Microsoft Teams and in line with any child/pupil's timetable. Pupils and parents can expect that this will adhere to the expectations as outlined by the Department for Education. Pupils will receive feedback in line with the school's feedback policy and assessments will be set, which will be in line with the schools assessment cycle.

Pupils are expected to engage fully with the remote learning that has been set. This is compulsory. Pupils should follow their daily timetable and submit all work as requested of them. Pupils should complete all work to the best of their ability and seek support from their teacher when they are unsure. Pupils should also act upon any feedback that they are given to improve their work.

Parents/Guardians are expected to support their child and ensure that they engage with the remote learning. Parents/guardians should ensure that their child is working, where possible, in an environment that is conducive to learning and with the notable absence of devices that can distract them. Parents/guardians should also support their child to submit all work expected of them and to behave in accordance with the school's expectations. Parents/guardians should notify the school immediately of any device or internet access issues. Parents/guardians should not interact with teachers via their child's school based Microsoft Teams account and should avoid, where live lessons are taking place, using derogatory or abusive language.