



THOMAS ALLEYNES HIGH SCHOOL

UTTOXETER

Remote Teaching and Learning Policy

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	



**THOMAS ALLEYNES'S
HIGH SCHOOL**

Remote teaching and learning Policy in the event of temporary school closure.

The aims of this policy:

- To outline procedures and practice for key worker teaching staff and staff in self-isolation, who are otherwise fit and healthy, to continue with teaching, marking and feeding back on pupil work as part of remote learning.
- To outline procedures and practice for staff, pupils and their parents to continue with remote learning if the School has to close due to advice from the Government and/or Public Health England or similar body.

1. Remote learning for pupils who are attending key worker school

Pupils of key worker children may need to attend school; in this time staffing will be reduced to an appropriate minimal level to protect children of key workers and other staff.

Pupil/Student expectations:

- Pupils should retain structure to their working day starting with log-in to INSIGHT and Office 365.
- Check INSIGHT to see the posts/resources for each subject
- Complete all set work and, if requested, to hand in work via Office 365 / Teams
- Use designated Office 365 emails and Teams to communicate with their teachers and ask questions if they do not understand/require help.

Key worker expectations on site:

Only essential workers to be on site again to protect children of key workers and other staff. This includes staff making PPE equipment.

- All teaching key workers to call the headteacher between 8.00 and 8.40 on arrival for the key worker briefing and are expected to follow the guidance given in the briefing at all times
- Reserve staff may be called at any point on a day but every effort will be made to give as much notice as possible. All teaching staff to emails every 48 hours as would be usual. (Term time only)
- Teaching staff are to remain in designated areas: Ground floor only. (A block and C block only. Canteen, finance office, CEO office, exams office, reprographics, staff toilets, front office, medical room, disabled toilet for use by girls, quad toilets boys, site office, ICT office (technicians only), reception, quad for breaktimes - access to field for a walk etc. via DT doors (fire exit)
- All other areas must not be accessed other than in an emergency unless permitted by the Headteacher
- Students will have an allocated computer for the full duration this will be named. Students will also have an allocated table in a classroom to give them a change of scenery and ensure social distancing. Rooms change daily to reduce risk and students and staff are to wash hands regularly.

2. Remote teaching for staff who are in self- isolation

Teaching staff are required to self-isolate if they are displaying flu like symptoms. 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 via INISIGHT.

3. 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:

Pupil/Student expectations:

- Pupils should retain structure to their working day starting with log-in to INSIGHT and Office 365.
- Check INSIGHT to see the posts/resources for each subject
- Complete all set work and, if requested, to hand in work via Office 365 / Teams
- Use designated Office 365 emails and Teams to communicate with their teachers and ask questions if they do not understand/require help in school time hours. They may need to email the teacher as appropriate/if they are having difficulties with the system.
- Pupils may need to photograph work of a visual nature and use Office 365 to submit this to teachers.

Teachers and support teachers are expected to:

- Upload teaching materials/lessons to INSIGHT
- Teachers will endeavour to set work equivalent in length to the lessons on their usual timetable and be available during scheduled lessons to answer any questions pupils may have via Office 365 email. It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. An element of differentiation by outcome is to be expected. Extension tasks may be set if appropriate.
- Set tasks on INSIGHT / GCSEpod that include lesson activities and resources.
- Mark and feedback with the same regularity they would have done if in school.
- Make sure that all resources are available online including scanned pages of textbooks.
- As much as possible, use the usual rewards and sanctions such as credits, online certificates, praise cards and emails.
- Contact designated families every two weeks (weekly for vulnerable students) on the Mentoring document in TEAMS.

Heads of Department are expected to:

- Fulfil expectations of a normal classroom teacher.
- Regularly check department pages and the work being set on INSIGHT.
- Regularly check in with their teams to ensure that staff are consistent in their approaches and pick up on any potential concerns early on.
- Provide support to colleagues in their teams to ensure that work is provided as required.

The Learning Support Teams are expected to:

- Connect with parents and/or students who receive one-to-one SEN support to check how they are coping with the home learning and set appropriate work.
- Connect with parents and/or students who receive PP support to check how they are coping with the home learning and set appropriate work.
- The SENCO will coordinate the SEN teachers to reach out to students/staff and provide guidance/feedback as necessary.

Parents 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 / subject teacher / mentor if there are any concerns.

4. Online teaching resources:

- The teaching and learning team are to share guidance and resources to support online learning, recommended tools to support home learning are:
- Screenomatic for screen casts.
- GCSEpod, BBC Bitesize, Youtube, Quizlet, Kahoot, Kerboodle, The Oak National online school
- Office 365 - many students will find working from home a lonely experience, without the opportunity to collaborate with their friends. The use of Office Teams 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 / PP feedback, GCSE pod marks and emails so teachers can track their progress and see where support is required.
- Online meetings to take place via Zoom.

This guidance document is supported by the Safeguarding Policy at Thomas Alleyne's High School.