

**Kineton High School: Covid Remote Learning Policy 2021-2022**

**September 2021**

**Teaching & Learning:** Nothing replaces face to face teaching. That said, it is essential the curriculum is still delivered to any student who is self-isolating due to Covid (and is well enough to engage with learning). Departments and teachers will use a myriad of ways to deliver the curriculum remotely, depending on the type of subject and the Key Stage the student is currently studying.

STAGE	PLAN OVERVIEW
<p><b>1. Students who are self-isolating during a normal school term. Child will be coded on SIMS as X.</b></p>	<p><b>Departments/Teachers may choose from one of three strategies:</b></p> <ol style="list-style-type: none"> <li>1. Teachers to set lessons for each class on Teams Assignments, adding clear instruction and attaching any files needed.</li> <li>2. Teachers to create a Teams Meeting (24 hours before the lesson) and dual teach the class in front of them as well as those working remotely.</li> <li>3. Departments which have a practical nature may set work on Teams Assignments for that fortnightly period.</li> </ol> <p>NB. Teachers should invite any isolating KS5 student to lessons on Teams and go to dual teaching within that lesson (if appropriate).</p>
<p><b>2. When there is a full class or year group that is isolated, but normal school continues for other classes/year groups.</b></p>	<p>As above, although there is a greater emphasis across all Key Stages to ensure that at least 50% of lessons are delivered via Teams Meetings and therefore live.</p> <p>It is encouraged to ensure as many live lessons are provided as possible during the teaching day.</p>
<p><b>3. When the school moves to 100% remote learning due to Covid lockdowns/circuit breakers.</b></p>	<p>All lessons should be live and through Teams Meetings unless of a practical nature whereby it isn't workable.</p> <ul style="list-style-type: none"> <li>• Lessons should be 50 minutes in duration of which there should be at least 20 minutes of 'live' teacher interaction (the other time could be delivered resources, or Q&amp;A, small groups working with the teacher etc.).</li> <li>• An element of assessment is used in every lesson via MS Forms, or some other online AfL tool.</li> <li>• When staff are supervising students in school the work will be set on Teams through the Assignments option.</li> <li>• Daily form period will be delivered for all students at 8.30 each morning.</li> </ul>
<p><b>Collapsed classes</b></p>	<p>In some instances, it may be preferential to collapse two classes to ensure one teacher can provide quality face to face teaching, whereas the other teacher will teach the students online through Teams. This is at the discretion of the Lead Learner/HoD.</p>

**Some departments will have a more autonomous plan, yet they will broadly stick within the guidelines above.**

## **Responsibilities**

### **Student**

Check work that is set online. Access online learning when available. Engage with teachers when needing help.

### **Teacher**

Set work in line with department/whole school expectations for every lesson. Review work/chase work from students as applicable. Ensure the curriculum is being delivered.

### **Tutor**

Check in with self-isolating students each week. Co-ordinate concerns and liaise with staff/follow up as needed.

### **HOD**

Monitor work set across the department to ensure that it meets department/whole school expectations.

### **SLT**

QA work set across the academy to ensure that it meets whole school expectations.

## **Remote Learning Policy: Pastoral**

Aim: to maintain contact with the students to support their well-being and them academically.

### **Stage 1**

Tutors will aim to establish at least one Tutor Time Teams call each week for students who are self-isolating with COVID to join.

Tutors will also check in with students once weekly via e-mail as a wellbeing/work check.

### **Stage 2**

For students who don't attend either the Teams call or respond to the e-mail tutors a further welfare call will be initiated.

Record all calls to individuals and concerns about individuals on CPOMs with the tag 'coronavirus' plus any other tags.

## **Safe practice**

### **Students**

- Central room in the house - please join the meeting with your camera and audio off until instructed otherwise by the member of staff leading the lesson
- Dressed appropriately
- Background checked
- Adult in house, best practice
- Participating in chat must be respectful and polite, all chat must go through the teacher

### **Staff**

- Email to parents informing them of a live event
- Dress and background must be appropriate
- Use of Teams platform
- Record the session
- Report on any concerns on CPOMs – use 'coronavirus' tag plus any additional tags
- Monitor chat function

- Ensure only pupils are on-line
- Do not share link with any other parties i.e Parents

### Parents

- Where possible please ensure that someone else is in house at time of lesson
- Check and monitor internet and social media use
- If unsure use contacts already provided e.g. internetmatters.org.uk for advice
- If any doubt or concern contact school

### Remote Learning Policy: Work Location

*Please see below for the location of work to be set for students who are self-isolating. This will be supplemented by additional resources/lessons etc in line with the relevant stage of the remote learning plan (see page 1)*

SUBJECT	PLAN OVERVIEW
ART	<ul style="list-style-type: none"> <li>• All information and instructions available on <a href="#">Teams</a></li> <li>• Access to hard copies of booklets Years 7 &amp; 8 and on website.</li> <li>• Access to hard copies Artists worksheets Year 9 and on website.</li> <li>• Access to 'drawing' worksheets hard copies Year 10 &amp; 11 and on website.</li> <li>• Up-to-date checklists of work Sixth Form.</li> </ul>
DT	<ul style="list-style-type: none"> <li>• All DT work booklets are uploaded to the class files on <a href="#">Teams</a> KS3 and KS4.</li> <li>• Continue with normal classwork. They will also have ILT's and can participate with some practical work in Graphics and Food. In RM modelling tasks should be possible.</li> </ul>
DRAMA	<ul style="list-style-type: none"> <li>• Ensure the PPT/tasks are put on that class <a href="#">Teams</a> page (can be done in the lesson).</li> </ul>
ENGLISH	<ul style="list-style-type: none"> <li>• Access to PowerPoints, lesson resources, instructions and work to be submitted on <a href="#">Teams</a>. These will be under 'assignments' unless a teacher emails you directly.</li> <li>• Set by class teacher.</li> </ul> <p>If hard copies required, please contact school.</p>
HUMANIT IES	<ul style="list-style-type: none"> <li>• Links to lesson tasks and/or resources in 'files/class materials' section of <a href="#">Teams</a>.</li> </ul>
ICT AND BUS STUDIES	<ul style="list-style-type: none"> <li>• DW / GB currently upload all lesson content to <a href="#">Teams</a> on a lesson-by-lesson basis.</li> <li>• PowerPoints / information are uploaded as general posts / documents (Business). PowerPoints uploaded to Files section for CS.</li> <li>• Tasks are uploaded as assignments for students to access, complete and upload both in and out of lessons.</li> </ul>
MATHS	<ul style="list-style-type: none"> <li>• Set video help using <a href="#">Corbett Maths</a> as videos .</li> <li>• Mymaths and Dr Frost can be used for setting work.</li> <li>• Work set through email or <a href="#">Teams</a> for individual students.</li> <li>• Work set through <a href="#">Teams</a> for groups of students.</li> </ul>
MFL	<ul style="list-style-type: none"> <li>• All students to be given the lesson's vocab to work through and learn.</li> <li>• Any extra work to be sent individually from teacher.</li> <li>• Memorise vocab learning on current topic and revise previous topics.</li> </ul>
MUSIC	<ul style="list-style-type: none"> <li>• Access to PowerPoints and lesson resources on <a href="#">Teams</a></li> </ul>
PE	<ul style="list-style-type: none"> <li>• Use of <a href="#">Teams</a> for practical challenges – KS3 (Self isolating task).</li> <li>• Class teacher upload lesson content/activities.</li> <li>• Use of <a href="#">TheEverLerner</a> – Y9-13 assessment groups (videos lessons/practice exams and end of unit test)</li> </ul>

	<ul style="list-style-type: none"> <li>• Teams – Homework.</li> </ul>
SCIENCE	<ul style="list-style-type: none"> <li>• Teams – files – self-isolating folder – there are a variety of resources here for students to use.</li> <li>• For KS4 these are PowerPoints with knowledge and questions linking to the topic's students are covering in lessons. Each PowerPoint is labelled on the first slide with the term/month it relates to.</li> <li>• For KS3 these are links to Oak Academy lessons which link directly to the topic's students are covering in lessons.</li> <li>• Access to specific PowerPoints and lessons resources for individual lessons along with revision resources for KS4 are also on <a href="#">SharePoint</a>.</li> <li>• Schedules for what topics students are being taught are in the files area of teams.</li> </ul>
SOCIAL SCIENCE	<ul style="list-style-type: none"> <li>• Students have a physical copy of PLCs for each topic (online version on Teams) they can easily identify where they are up to in their learning, log on to Teams and follow the link to SharePoint to find the lesson resources that they have missed.</li> </ul>