

## **TEACHING AND LEARNING POLICY ADDENDUM (Remote Teaching and Learning)**

In the event of the School having to close temporarily as per Government instruction or other unforeseen circumstance, transition to remote teaching and learning will occur to ensure the continuity of education provision for boys. It is existing School policy that all members of the teaching staff are provided with a suitable device, and the BYOD approach expects all boys to have one. The School's virtual learning environment, Firefly, is anticipated to play a significant role and departments should consider how best to make use of it to suit the needs of their subject and their pupils.

Within this document, the following time scenarios for closure are envisaged:

- *Short term* – School closed for a week or less
- *Long term* – School closed for more than a week

### **ACADEMIC LESSONS IN A SHORT-TERM CLOSURE**

If closure is only for the *short term*, setting work via Firefly will be an acceptable approach. Teachers will continue to take responsibility for setting tasks via Firefly for the boys in their sets. It is important that the nature of the work set allows appropriate progression through the scheme of work to ensure curriculum coverage. Work should be set that meets the need of the lesson time that would have taken place and prep that would have otherwise been set. The prep timetable for Years 1 to 3 will continue.

This approach to Remote Teaching and Learning may take the form of:

- lesson-by-lesson task-setting by the set teacher;
- a task set for the rest of term by the set teacher with expectations equivalent to the appropriate number of lessons that would have been attended and prep that would have been set;
- the HoD allocating responsibility for providing guidance on Firefly for a specific Year Group to a specific member(s) of the department to efficiently share out the workload.

Tasks may take the form, for example, of past paper questions for boys of examination classes; or links to relevant online resources (ideally based in Firefly) or textbook references that facilitate boys making independent progress with their own learning of new content, with follow-up questions provided to allow for assessment.

Alternatively, teachers may opt to make use of approaches identified below as part of the expected response to long-term closure.

### **ACADEMIC LESSONS IN A LONG-TERM CLOSURE**

If closed for the *long term*, it is recognised that boys will benefit from direct contact with teachers and lessons will need a greater level of interactivity. Although teaching online requires adaptation by colleagues, much of what would currently be regarded as good teaching practice can be replicated. Either a 'Teacher approach' or a 'Tutor approach' to remote teaching is expected to be adopted by academic staff.

**The expectation is that in at least two in every three lessons, colleagues will use Microsoft Teams to provide either a Teacher- or Tutor-approach** and appropriate planning should occur to ensure this takes place.

- **The ‘Teacher approach’:**

Microsoft Teams will be used to provide an online lesson where the teacher is:

- onscreen explaining content and/or directing discussion; and/or
- introducing new content via the shared online whiteboard; and/or
- using a shared pre-prepared resource, e.g. a PowerPoint or Word worksheet or YouTube video; and/or
- using specifically designed Firefly pages (see below).

- **The ‘Tutor approach’:**

Task(s) will be set for the boys to complete via Firefly. These could respond to Firefly pages (see below). A member of the Department (in the first instance, the timetabled teacher but for flexibility this could be a different member) would then be available via Teams to discuss the tasks set.

When possible, teachers should be available online whenever they have a lesson in order to respond to boys’ needs. However, it is understood that personal circumstances, such as home schooling one’s own children, may prohibit a teacher being available to boys in all lessons. On days when colleagues are not able to be available online during the timetabled lesson, the expectation is that boys can access support and guidance by emailing and that emails will be responded to at some point that same day.

For either of the approaches, Firefly pages can be designed in advance and made specific to the lesson and the Year Group, e.g. **Physics Novi Lesson 1: Magnetism**. These should facilitate independent learning and could be tasked on Firefly as flipped learning tasks in preparation for a lesson. They could have introductory videos, either recorded in-house or sourced from the internet; worksheets; key questions to consider; etc. Members of the department may be allocated topics or Year Groups as appropriate for efficiency.

As with the normal approach to T&L, the School does not advocate a prescribed way to teach remotely and teachers will be trusted to apply appropriate good practice to online lessons. It is understood that there will be a period of adjustment; the focus for teachers in the immediate period following closure is to give boys a positive and purposeful learning experience. At the same time, **it is an expectation of professional development that teachers apply the potential that the online environment offers for creative and effective T&L**. If needed, guidance and training should be sought from the Head of Department and/or the Director of Learning and Academic Enrichment. There is a significant opportunity for existing or new software that adds to the online experience to be uncovered, and this should be appropriately shared. Final approval for use of such software must be sought from the Director of Learning and Academic Enrichment and the Director of ICT Services before use.

Staff responsible for extension and enrichment should continue to provide support for this outside of the times designated for lessons, where possible.

## **TIMETABLE**

In the event of a short-term closure, the timetable would continue as normal. A long-term closure would need to recognise the different pressures of both teaching, and preparing to teach, online, and

there would therefore be a timetable change. This change would involve a lengthening of lessons from 40 minutes to 50 minutes, with a greater break of 10 minutes between them, and a shortening of the School day, which would finish at 15:55 GMT. It would also involve a removal of Saturday School, with the relevant teaching time being allocated across the new-look working week. There would be a reduction in lessons from 36 to 30 but an increase in overall contact time. This will allow for a focused day of lessons for the boys and it will provide time for teachers to adjust to the changing online needs of different lessons.

## **PREP**

Given the extended time boys will be spending in front of a screen during the School day, the use of prep will be adapted to support their wellbeing. The expectation that prep will be set will be relaxed and teachers will use their professional judgement to decide whether it is necessary.

The prep timetable for Years 1 to 3 will continue to provide organisational structure, and colleagues should continue to follow the expectations about how preps are set, but Novi preps should take the average boy about 20 minutes, rather than 30, to complete, and preps for boys in Years 2 and 3 should take no more than 30 minutes on average, rather than between 40 and 45 minutes. A similar adaptation is expected for boys in the Sixth Form.

It is recognised that teachers may opt to set prep as part of a Tutor approach, which can be completed within lesson time, rather than after School. In this context, prep timing will include the length of the lessons involved.

Although Teams has an Assignments function, which may be used to send assignments to Team members, colleagues are expected to continue to use Firefly to set prep.

## **ASSESSMENT AND FEEDBACK**

Work should be submitted via either Firefly or OneNote, and should be assessed directly through these, as both provide a more efficient and organised approach to assessment than email.

The emphasis on feedback that promotes learning and builds self-esteem is the same for remote T&L as it would be in the normal teaching context; see the School's Marking Policy in the Academic Handbook for further details in this respect. Boys should, through effective formative feedback from their teachers, be encouraged to take ownership of their learning.

The relevant departmental marking policy should continue to be adhered to. Detailed written feedback (or the recording of verbal feedback) is expected via Firefly/OneNote in the absence of conversations that would normally take place, for example during Pursuits, given that colleagues are likely to be experiencing reduced pastoral and co-curricular responsibilities and will have more time to commit to academic support.

## **TEACHING OVERSEAS BOYS**

Teachers should be mindful of the different time zones which boys may inhabit when remote learning is taking place. Overseas boys will be expected to attend lessons which align with normal working hours in the countries in which they are resident. For example, boys from Asia will find it easier to attend our morning lessons, whereas boys in North America will find the afternoon periods more suitable. The recording of relevant lessons will also help to facilitate access to T&L for boys living overseas.

## **SAFEGUARDING**

Remote teaching and learning has its own set of circumstances that require different Safeguarding awareness. If remote learning is taking place 'live', staff and boys will ensure a professional environment is maintained. This includes participants wearing suitable dress and using professional language. It is best safeguarding practice to ensure backgrounds of videos (live or pre-recorded) are blurred to protect one's privacy. Teams also has a feature whereby a neutral background (i.e. an office) can be projected behind the teacher presenting a lesson. Where possible, other household members should not be in the background or shot; if this is unavoidable, they should follow appropriate language and behaviour expectations. Sessions involving cameras will not be delivered in any one-to-one situation, unless pre-approval has been given by the Designated Safeguarding Lead via the 'Consent to one-to-one Lessons' permission forms, which would need to be completed by a parent of the boy and the member of staff involved.

A teacher with Safeguarding concerns, including Online Safety, relating to a boy should follow normal protocol and communicate their concerns to the relevant Housemaster or directly to the Deputy Head Pastoral. Further details can be found in the Safeguarding Policy Addendum.

## **SEND provision**

During this period of remote teaching and learning, it is important that all boys' needs continue to be met in line with the criteria set out via the School's SEND List. Teaching should continue to be highly inclusive in its nature and ensure that, via differentiation and deploying a bank of Quality First Teaching Strategies to scaffold, frame and support learning, all boys are able to access learning and demonstrate potential in line with their ability. Learning Tools within the Microsoft environment can be used effectively to support the needs of all boys, but especially those with additional learning needs and disabilities, and teachers should be mindful of how using such tools, such as captioning, Immersive Reader, dictate function etc can positively impact upon a boy's learning experience. Lessons within the Learning Strategies Department will continue during this period, in line with the Safeguarding guidance above, and any concerns, referrals and assessment requests should still be raised directly with the SENDCo in the usual manner. Any relevant updates from The Department for Education with regards to SEND Risk Assessments and supporting young people during the remote education period, will be shared with the Common Room by the SENDCo.

## **REGISTRATION**

Teachers will continue to be responsible for recording the attendance of boys in lessons via the normal process and via 3Sys. This includes communication of unofficial absence with the relevant Housemaster (and Matron if a boarder) who will follow it up. One change is the expectation of when this should take place; it is expected that registration, and any follow-up communication, takes place before the next lesson begins. Teams Chat may be used as an informal register, whereby boys indicate their presence with, for example, a 'hi' at the start of the lesson and, if necessary, at any point within the lesson. Further registration details can be found in the Safeguarding Policy Addendum.

## **BEHAVIOUR MANAGEMENT**

A teacher with concerns relating to boys' behaviour in online lessons, e.g. poor online behaviour or persistently late online submission of prep, should follow normal protocol and communicate their concerns to the relevant Housemaster and House Tutor.

**STAFF ABSENCE**

In the short-term or long-term scenarios, staff unable to work must communicate this to their Head of Department, the Academic Advisor and the Second Master.

POLICY SUSPENDED FROM LENT TERM 2022