

Kineton High School: Remote Learning Policy Overview 2020/21

Each department has looked at how they can best support students should blended learning become necessary. Each department's response will differ slightly depending on the circumstances and needs of the department/subject. All plans, however, fall within the following overarching criteria.

STAGE	PLAN OVERVIEW	NEXT STEPS
1. Ensuring that self-isolating students have access to the learning going on in lessons.	All lessons to be uploaded on to Teams by staff – ideally in advance. These should be either: a) Set as assignments b) Uploaded into the files section of the class team. Resources will need supporting guidance to allow students to focus on key work – links to resources to be provided where appropriate.	Review possibility of engaging individual students more actively e.g. providing appropriate access to staff.
2. Ensuring that small groups of students have access to the learning going on in lessons e.g. Full class/numerous students across several classes.	As above. Additional input to be provided either by: 1. Pre-recorded videos added to Teams to support learning. 2. Combining (year group) classes where practical to facilitate a teacher delivering a 'live lesson'/support students as needed. 3. Providing student access to the lesson through video link	Need to track students 'self-isolating for 14 days centrally and share with staff to facilitate this.
3. Ensuring curriculum delivery when a whole year group (or more) moves to blended learning	Lessons to be set as assignments on Teams with all the relevant resources. Lessons to be adapted to support learning from home. Teacher to be available during the lesson period to provide direct support/'live' lesson/pre-recorded material.	Review of blended learning will need to be put in place to ensure that students are effectively supported.

Responsibilities

Student

Check work that is set online. Access online learning when available.

Teacher

Set work in line with department/whole school expectations for every lesson. Review work/chase work from students as applicable.

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

Students are contacted by their tutor to establish any concerns. Conversation with the parents to flag any support that can be accessed.

Stage 2

Where more than one student is self-isolating a Teams call is established with that group.

Stage 3

Where the whole tutor group is self-isolating a weekly group meeting will be set up by the tutor. Virtual assemblies will be posted on line.

Tutors

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"> All information and instructions available on Teams Access to hard copies of booklets Years 7 & 8 and on website Access to hard copies Artists worksheets Year 9 and on website Access to 'drawing' worksheets hard copies Year 10 & 11 and on website Up-to-date checklists of work Sixth Form
DT	<ul style="list-style-type: none"> All DT work booklets are uploaded to the class files on Teams KS3 and KS4 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.
DRAMA	<ul style="list-style-type: none"> Ensure the PPT/tasks are put on that class Teams page (can be done in the lesson)
ENGLISH	<ul style="list-style-type: none"> Access to PowerPoints, lesson resources, instructions and work to be submitted on Teams. These will be under 'assignments' unless a teacher emails you directly. Set by class teacher. <p>If hard copies required, please contact school.</p>
HUMANITIES	<ul style="list-style-type: none"> Links to lesson tasks and/or resources in 'files/class materials' section of Teams
ICT AND BUSINESS STUDIES	<ul style="list-style-type: none"> DW / GB currently upload all lesson content to Teams on a lesson-by-lesson basis PowerPoints / information are uploaded as general posts / documents (Business). PowerPoints uploaded to Files section for CS. Tasks are uploaded as assignments for students to access, complete and upload both in and out of lessons
MATHS	<ul style="list-style-type: none"> Set video help using Corbett Maths as videos Mymaths and Dr Frost can be used for setting work Work set through email or Teams for individual students Work set through Teams for groups of students
MFL	<ul style="list-style-type: none"> All students to be given the lesson's vocab to work through and learn. Any extra work to be sent individually from teacher Memorise vocab learning on current topic and revise previous topics
MUSIC	<ul style="list-style-type: none"> Access to PowerPoints and lesson resources on Teams
PE	<ul style="list-style-type: none"> Use of Teams for practical challenges – KS3 (Self isolating task) Class teacher upload lesson content/activities Use of TheEverLearner – Y9-13 assessment groups (videos lessons/practice exams and end of unit test) Teams - Homework
SCIENCE	<ul style="list-style-type: none"> Teams – files – self-isolating folder – there are a variety of resources here for students to use. 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. For KS3 these are links to Oak Academy lessons which link directly to the topic's students are covering in lessons.

	<ul style="list-style-type: none"> • Access to specific PowerPoint and lessons resources for individual lessons along with revision resources for KS4 are also on SharePoint • Schedules for what topics students are being taught are in the files area of teams
SOCIAL SCIENCE	<ul style="list-style-type: none"> • 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.

This will be subject to regular review throughout the academic year and in response to the COVID situation.

October 2020.