



The Grange Academy

Wade Deacon Trust



Remote Learning Policy and Procedure (Protocol)

Remote education may need to be an essential component in the delivery of our 2020–21 school curriculum for some students, alongside classroom teaching, or in the case of lockdown. This could apply to a class, a year group or key stage bubble or several students who need to self-isolate. A strong contingency plan should be in place to allow access to high quality resources and uses curriculum sequence. Students who do not have online access should be considered and provided with books/printed resources to continue their learning.

DfE expectations include:

- a curriculum sequence that allows access to high quality on-line and off-line resources and teaching videos, and that is linked to the school curriculum expectations.
- access to high quality remote education resources.
- on-line tools that will be consistently used across the school to allow interaction, assessment and feedback and that will make sure staff are trained in their use.
- provision of printed resources, such as textbooks and workbooks for students who do not have suitable on-line access.
- recognition that younger students and some students with SEND may not be able to access remote education without adult support and school will work with families to deliver a broad and ambitious curriculum

When teaching students remotely the DfE expects schools to take into account students age and stage of development and/or special educational needs to:

- set assignments (task/activities) so that students have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding
- plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers

Aims

We will ensure that our remote learning will be high quality, safe and aligned as close as possible with in-school provision.

The Grange Academy

Wade Deacon Trust

Work must:

- Be meaningful and ambitious
- Cover a range of subjects
- Be equivalent in length to a normal school day where appropriate
- Be well planned and well sequenced
- Have clarity in terms of what will be learnt
- Provide clear explanations so work is accessible for all

Work must not:

- Have an over reliance on long terms projects
- Be based purely on internet research
- Be random tasks that do not match the curriculum provision

Using Technology for Remote Teaching

Students who do not have online access should be considered and provided with books/printed resources to continue their learning

Staff will need to consider what content they want to deliver and then think carefully about which platform is best for their learning objectives.

Resources available for each phase include:

Primary	Secondary
Knowledge Organisers	Knowledge Organisers
Tapestry EYFS	Hegarty Maths
TT Rockstars /NUMBOTS	SENECA
Hegarty Maths	Microsoft Teams / Streams
See Saw	BBC and BBC Bitesize
BBC Bitesize	Oak National Academy
Oak National Academy	DT Phone App
	Weebly for Photography

Staff Training will be available to cover:

- Setting Microsoft Teams – Guidance for Secondary Staff led by BVN/HTO
- Primary staff training on the use of See Saw

Student Training

- On completion of training, Primary staff will train students how to access and use See Saw

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Wade Deacon Trust

- Students will be provided with a QR code or Log in code to access their SeeSaw work (letters and instructions will be sent home for parents)

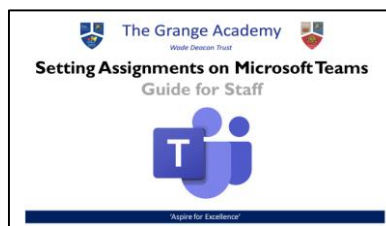
Surveys

- Class teachers in Primary have surveyed their class and have established who has access to ICT equipment, what equipment they have and how many family members share that equipment. This information will be used to support students who do not have access to ICT equipment but also to understand the limitations and possibilities for all students
- Secondary students have surveyed to established who has access to ICT equipment, what equipment they have and how many family members share that equipment. This information will be used to support students who do not have access to ICT equipment but also to understand the limitations and possibilities for all students

Safeguarding – Safe and Effective Remote teaching

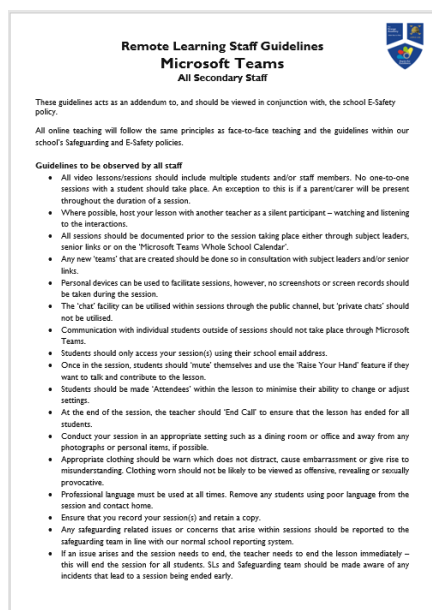
1. Always follow the school SG Policy and the remote learning guidelines
2. If any safeguarding concerns arise, report them via CPOMs to school safeguarding team
3. Login onto your selected device through the school's VPN – See Saw / Office 365
4. When teaching through teams, ensure you have security settings in place
5. Ensure you and students use school emails only
6. Plan ahead, dress appropriately, make behaviour and expectations clear and consider background to video content
7. If delivering from home, ensure you will not be interrupted and let your household know if you are going online
8. Have a clear objective in mind and keep video content brief
9. Ensure video or interactive sessions have pause points to allow students to complete activities
10. Keep a recording of interactive lessons. Save on schools share drive via VPN and not own device

Secondary staff also to refer to: Remote Learning Staff Guidelines and video clips on use of Microsoft Teams



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Initial Video Tutorial: <https://youtu.be/8aeifND4g1c>

Streams & Forms Training: <https://youtu.be/9b5PF9u1Zpl>

Pre-recording a lesson through PowerPoint: <https://youtu.be/Dq7c7zJ8kf0>

Etiquette for Students Attending any remote lesson:

1. In advance of lesson, set up your space. This should be somewhere quiet and where you will not be interrupted
2. Whatever space is chosen, please consider the background if going online
3. Make sure you are dressed appropriately
4. Let others in your household know you are going online to learn
5. REPS will still be expected during lessons
6. Use the chat or raise hand function if you wish to ask the teacher a question
7. Think carefully about the questions you need to ask and ensure they are appropriate
8. Ensure you benefit fully by participating in any activities the teacher asks you to complete

Secondary Student Guide to Microsoft Teams

Student guide has been shared on social media and will be placed on the school website



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Wade Deacon Trust

Potential Stages for remote learning

For all Key Stages within the school, KS leads and SLs will need to decide in what format the work will be expected to be completed

1. Student / staff Member Self-isolating

Students to be provided with work to be completed at home within first two days of being isolated. Attendance team to email subject teachers to let them know they have a student who is self-isolating.

Secondary

Maths – Modified lesson PPTs, Hegarty Maths and Oak Academy

English – Lesson PPTs and linked resources

Science – Lesson PPTs and linked resources

Humanities – Lesson PPT / Seneca

MFL – Modified Lesson PPTs

PE – Written tasks linked to Knowledge Organisers and lesson PPTs for Sports Studies

Computing - Lesson resources are to be put on Microsoft Teams, classwork can be done via 'Class Notebook' this means the teacher can remotely be providing the work

DT, Art and Photography – Lesson PPTs and linked resources. DT phone App with activities linked to knowledge organisers. Photography student will also do work via the web-based programme Weebly

Music and Drama

- KS3 – Worksheets and Tasks
- KS4 – Lesson PPTs / individualised tasks for completion

Primary

1 Week PowerPoint

Mini Curriculum map

Maths – 5 days of Number work plus Times Tables / Number Bond work

English – Reading tasks (Year group words and Comprehension / Phonics task), Writing task, Spelling Task, Handwriting Task

SMSC / Oracy – 1 x Picture News and Word of the Week Review Task

List of Websites for additional work

Week 2 PowerPoint

Mini Curriculum map

Maths – 10 days of Number work plus Times Tables / Number Bond work

English – Reading tasks (Year group words and Comprehension / Phonics task), Writing task, Spelling Tasks, Handwriting Tasks, Sentence work

SMSC / Oracy – 2 x Picture News and 2 x Word of the Week Tasks

PE – physical activity

List of Websites for additional work

Staff should be encouraged to look at curriculum map and learning journey – Oak National Academy resources could be signposted if they match

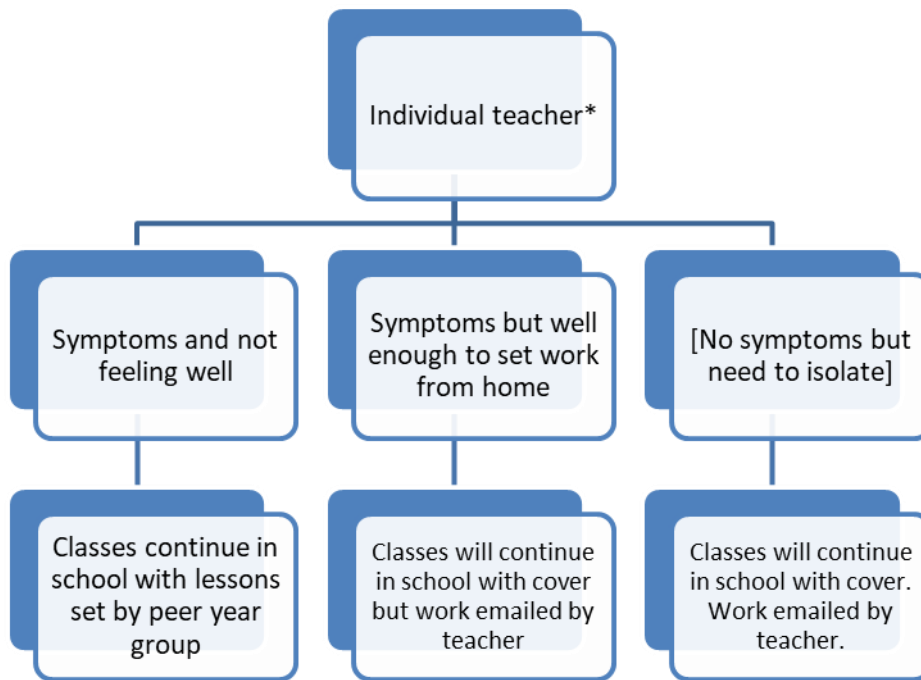
Knowledge Organisers – signpost what they need to know – research opportunities but should not be solely reliant on these

Signpost work for completion on Seneca / Hegarty Maths / BBC Bitesize

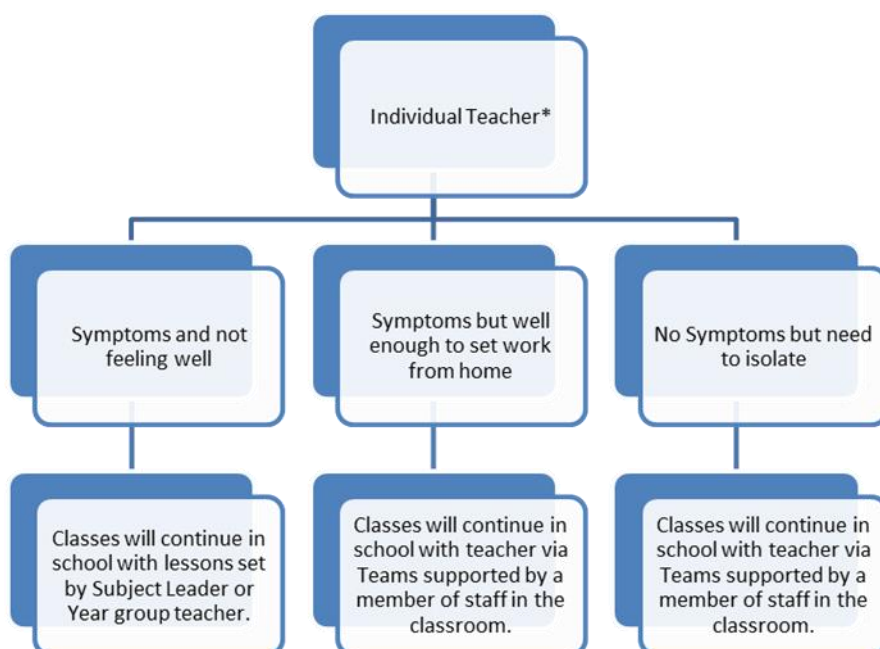
Primary Staff Isolation

The Grange Academy

Wade Deacon Trust



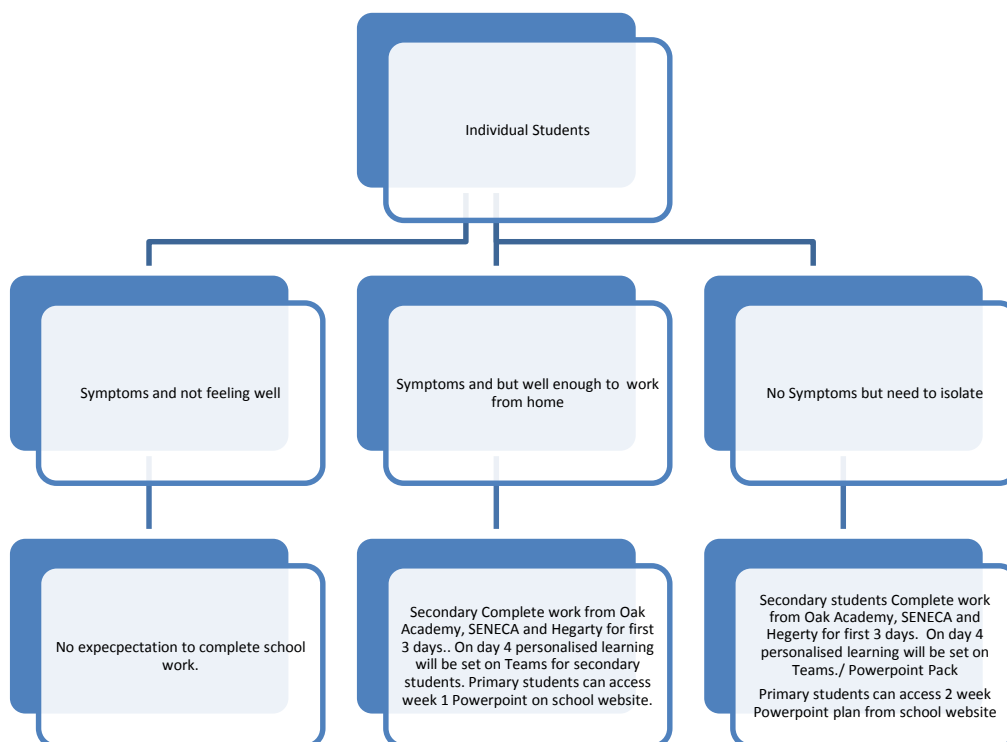
Secondary Staff Isolation



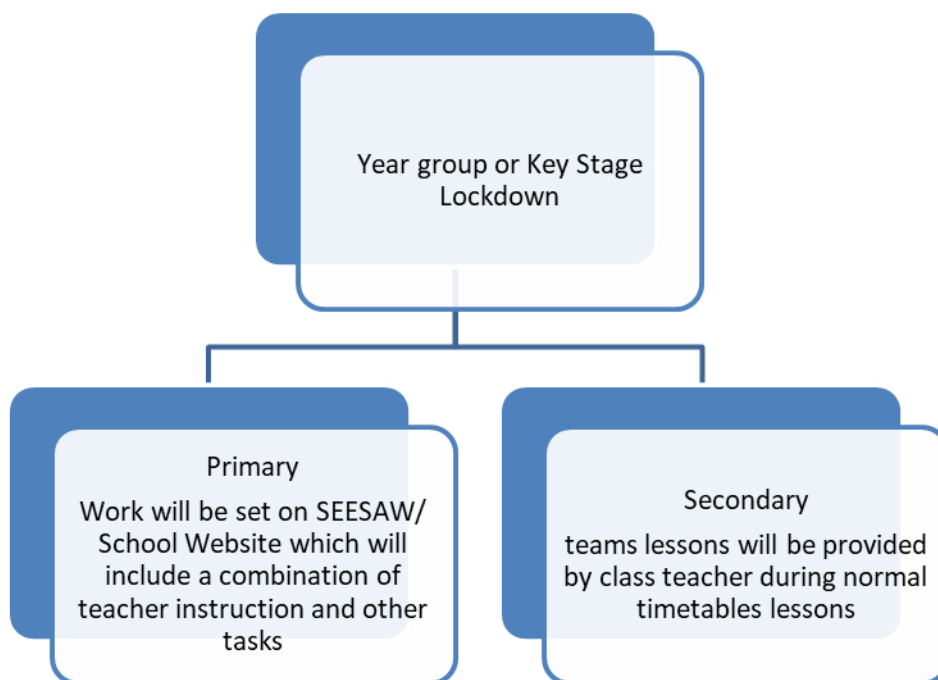
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Wade Deacon Trust

*treated on an individual basis



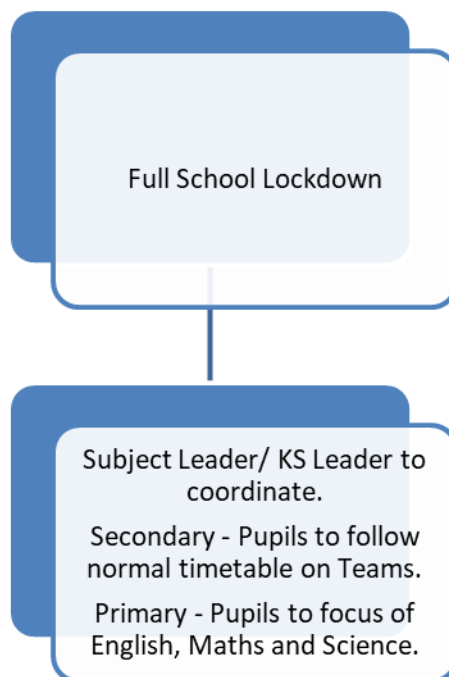
2. Partial lockdown –Year group / Key stage bubble / half year group – need to follow same curriculum as those in school.



The Grange Academy

Wade Deacon Trust

3. Full lockdown



Timetable Considerations

Stage 2 – Partial Closure - Timetable

Secondary will need to keep to current timetable and lesson length will be reduced to **40 minutes** (same start time, earlier finish). All students who are in partial lockdown will be expected to complete the work either through teams or using the paper packs provided

Maths – Pre-recorded lessons / stream

English – Lesson PPTs and linked resources

Science – Live streamed and PowerPoints and linked resources

Humanities – A mixture of recorded and live lessons. Seneca, knowledge organisers, MAPs and review and acceleration lessons will also be provided as per the curriculum maps.

MFL – Modified Lesson PPTs and audio support where appropriate

PE

KS3 - Written tasks linked to Knowledge Organisers

KS4 - OCR Cam Nat Sports Studies students will be able to access resources (Lessons PowerPoints/linked resources) and attend remote lessons through Microsoft teams. Knowledge organisers will be shared with students to support assignment-based research tasks and knowledge development.

Computing – Work/Resources will be delivered via Teams, all tasks will be Microsoft based so students can use and access the MS Office 365 Office suite. work can be accessed via Teams (Posts, Class Notebook or Assignments).

DT, Art and Photography – Lesson PPTs and linked resources. DT phone App with activities linked to knowledge organisers. Photography student will also do work via the web-based programme Weebly

The Grange Academy

Wade Deacon Trust

Music and Drama

- KS3 – short pre-recorded videos with worksheets and PowerPoints.
- KS4 - Mixture of live lessons and pre-recorded lessons

Year	Start Time	Lesson 1	Break	Lesson 2	Lesson 3	Lunch / Lesson 4	Lesson 5	Finish
Year 7 & 8	8.20am	8.50 – 9.50	9.50 – 10.05	10.05 – 11.05	11.05 – 12.05	12.05 – 12.35 12.35 – 1.05 (Lunch) 1.05 – 1.35	1.35 - 2.25	2.25 pm

Year	Start Time	Lesson 1	Lesson 2 / Break	Lesson 3	Lunch	Lesson 4	Lesson 5	Finish
Year 9	8.30am	8.50 – 9.50	9.50 – 10.20 10.20 – 10.35 (Break) 10.35 – 11.05	11.05 – 12.05	12.05 – 12.35	12.35 – 1.35	1.35 - 2.35	2.35 pm

Year	Start Time	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Lesson 5	Finish
Year 10	8.30am	8.50 – 9.50	9.50 – 10.50	10.50 – 11.05	11.05 – 12.05	12.05 – 1.05	1.05 – 1.35	1.35 - 2.35	2.35 pm

Year	Start Time	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Lesson 5	Finish
Year 11	8.40am	8.50 – 9.50	9.50 – 10.50	10.50 – 11.05	11.05 – 12.05	12.05 – 1.05	1.05 – 1.35	1.35 - 2.40	2.40 pm

Primary – will focus on the key areas prescribed by the DFE

Stage 3 – Full Closure - Timetable

Secondary will need to keep to current timetable and lesson length will be reduced to **40 minutes** (same start time, earlier finish). All students who are in partial lockdown will be expected to complete the work either through teams or using the paper packs provided

The work that will be provided will be the same as for partial lockdown.

Primary students timetable will be set on a weekly basis by each class teachers to provide a broad and balanced week of learning across all curriculum areas.

The Grange Academy

Wade Deacon Trust

Key Worker and Vulnerable Children

Primary Keyworker children will be supported to access the school website for their learning plans or SeeSaw to access their work. They will be expected to cover the same work as children working at home to ensure that they cover the same work and follow the curriculum set by class teachers.

Effective Teaching from Distance document to be shared will all teachers to support remote lesson preparation.

