



## **Bury St Edmunds County Upper School**

### **Remote Learning policy and practice**

**Remote Learning Coordinator: Mr R Kemp, Deputy Headteacher**

#### **1. Periods of lockdown and provision for individuals and groups who are self-isolating.**

##### **Expectations**

- During full or partial lockdowns, or where individuals or groups of students need to self-isolate, they will be able to access remote education immediately.
- Access to remote learning will be for all who require it and County Upper will provide equipment to individual students who do not have it at home.
- Year 9 will have at least 4 hours of face-to-face learning and two hours of self-study each day. Years 10 and 11 will have 5 hours of face-to-face teaching and 2 hours of self-study. Sixth formers will have face-to-face teaching for all their timetabled lessons and 5 hours of self-study per subject studied.
- Additional support will be provided for SEND students and others whose social and emotional needs require it.

NB Face-to-face learning includes google meets; being able to listen to a lesson as it is happening or subsequently and pre-recorded teacher or other exposition.

##### **Responsibilities**

- The Head Teacher coordinates the school's response with direct responsibility for communication with staff, parents and students and the pastoral care and wellbeing of staff.
- The Deputy Head Teacher (curriculum and learning) oversees the arrangements each department has in place for remote learning.
- The Acting Second Deputy Head Teacher works with the Network Manager and his deputy to ensure staff have the training required and to support NQTs and RQTs.
- The SENDCo and her team work with individual staff and families to ensure students with SEND have appropriate work and are supported with it.
- The DSL and wider Safeguarding team contact an agreed list of vulnerable students at least weekly to ensure that they are accessing work and are safe and well. The Personalised Learning Tutor who works with an identified group of students with social and emotional needs in school also works with them remotely when required.
- Heads of department and teachers-in-charge of subjects monitor the schemes of work to ensure colleagues are keeping to the timings in the scheme. They also check that staff are putting the work for lessons being



taught in school straight into the Google Classroom i.e. worksheets, notes, power points for a lesson are stored in Google Classroom for students to access at any time.

- The Acting Assistant Head Teacher, who oversees the cover arrangements, notifies the relevant HoDs of any staff who are too unwell to set work; normal procedures then apply.
- If a whole class or large group of students are self-isolating, the teachers of that group/s will deliver the lessons remotely as per the timetable.

## **Implementation**

- All staff are trained to use Google Classroom as a teacher and as a tutor. Staff have also been trained to record lessons using Loom and to have interactive lessons and meetings through Google Meet. Staff can also access short videos on using Loom and Google Meets, prepared by our technical team, to refer to if necessary.
- All Year 9 students have had a training session on using Google Classroom since joining us. The rest of the school used it during the lockdown period last academic year. Year 9 parents have been sent the Remote Learning Agreement for them and their children to sign. All other year groups signed this during the first lockdown. The school's E-Safe Policy accommodates remote learning.
- All work is going into Google Classroom as it is taught. Students at home can contact their teachers and tutor through Google Classroom. Feedback and marking also goes through the Classroom. Students at home receive a weekly conversation with tutor, Head or Assistant Head of Year.
- Each classroom teacher's desktop computer is connected to a microphone so that students at home can join lessons to hear the expositions and see the materials being projected to the class. These are also being recorded so that those unable to join at any given time are able to access them at a later time. Google Meets will supplement this as appropriate and will be used routinely for 6<sup>th</sup> form groups.
- In Years 10 – 13, it is necessary to follow the exam specifications. In the event of a short lockdown the time will be spent on revision and reinforcement, rather than trying to introduce too much new material.
- In all years some work from the Oak Academy can be used. Staff were introduced to this in the summer term. Students in Years 9 – 11 all have access to GCSE Pod, Collins Connect and MyMaths.
- Teachers liaise with LSAs who support students in their lessons as normal so that LSAs offer virtual support to those who need it.
- The Student Support Coordinator, whose responsibility includes attendance, contacts students who are self-isolating including checking that they are coping with the work.
- Heads of Department have a spreadsheet for each of years 9, 10 and 11 that records the quantity and quality of work being completed by each student. Where there are concerns, these are communicated to the Heads of Year who contact parents/carers. Individual subject teachers are



responsible for tracking their 6<sup>th</sup> form groups and making appropriate communications with home.

- A large number of Chrome Books have been issued to students who need them. This will be kept under continuous review.
- The school's weekly information sheet and monthly success newsletter will continue to be issued. During the previous lockdown they very successfully enabled communication with parents. Sending them via Parent Mail and placing them on our website enabled us to reach everybody.

## **2. Catch-up provision**

- During the Professional Development Days in September, departments spent time looking at their GCSE and 'A' level specifications and adjusted their schemes of work across Years 10 -13.
- Our Year 9 have completed the GLS assessments.
- By the end of September 2020, all departments carried out an assessment with their GCSE and 'A' level students. This included formal practice examinations in English and mathematics for Year 11. All HoDs then had a planned meeting with the Head Teacher to discuss where students are and best use of catch-up provision.
- Formal catch up plans have been completed by all departments.
- Year 11's work experience fortnight was cancelled and an extra fortnight's teaching was built into all curriculum plans.
- Twenty-two Year 11 students who are struggling were identified during the summer term. These have dropped from four options to three and are receiving three additional hours of teaching in the core subjects each week.
- All Year 11 students are receiving an extra four double lessons in the core by coming out of PE for this time on a rota basis.
- Two part-time staff, a retired member of staff and a parent who always assists with our mathematics intervention programme completed the SP Tutors training session and are registered. This is enabling us to make the best use of our catch-up funding. We have included intervention lessons in the timetable of three existing staff.
- Reviews of progress for all year groups occur in late November and late January.

Approved September 2020 and revised January 2021.



## **APPENDIX 1**

### **Remote Learning: A summary of expectations for students and parents**

#### **Students should:**

- Check Google Classroom to see the posts/resources/activities for each subject.
- Complete all set work and, if requested, to hand in work on Google Classroom or via email.
- Use Google Classroom to communicate with their teachers and ask questions if they do not understand/require help.
- Students should click 'mark as done' when they have completed a task.

#### **Parents should:**

- Encourage and support their children's work - including: finding an appropriate place to work, checking that set work is completed and submitted by the time set by the teacher and ensuring that the normal school timetable is followed as much as possible.
- Contact the pupil's class teacher/tutor within school hours if there are any concerns.
- Check the weekly information sheet, 'The County Courier,' for all information regarding all aspects of remote learning and support.



## APPENDIX 2

### Remote Learning: A summary of expectations for staff

#### a) Staff who are self-isolating

- Regularly upload teaching materials/lessons/activities to Google Classroom.
- Teachers are expected to answer pupil/parental queries on the same day.
- Set tasks on Google Classroom that includes lesson activities and resources, as well as any homework that would normally be set.
- Mark and feedback using the grades function on Google Classroom with the same regularity they would have done if in school.
- Set work that reflects the length of lesson time that is missed.
- Issue rewards and sanctions as they normally would if they were in school.
- Make sure that all resources are available online.

#### b) Enforced closure

**Teachers** are expected to:

- regularly upload teaching materials/lessons/activities to Google Classroom.
- answer pupil/parental queries on the same day where possible. Teachers should only feel that they have to respond to emails between 9am and 5pm.
- Set tasks on Google Classroom that includes lesson activities and resources, as well as any homework that would normally be set.
- mark and feedback using the grades function on Google Classroom with the same regularity they would have done if in school.
- set work that reflects the length of lesson time that is missed.
- issue rewards and sanctions as they normally would if they were in school.
- make sure that all resources are available online.

**Heads of Year** are expected to:

- Communicate with tutors twice per week to check on issues arising from home learning.
- Encourage tutors to liaise with parents of tutees to check on progress.
- Communicate with the parents of any student referred by at least two Head of Department for not producing acceptable work.

**Heads of Department** are expected to:

- fulfil expectations of a normal classroom teacher.
- Regularly check in with their teams to ensure that teachers are consistent in their approaches and pick up on any potential concerns early on.
- notify year heads of students regularly failing to complete work.



- Provide support to colleagues in their teams to ensure that work is provided as required.

**Tutors** are expected to

- Contact tutee parents and tutees once a week to check on progress.

### **Safeguarding**

- Personal email accounts or alternative forms of communication such as social media/messaging services must not be used as a line of communication between staff and pupils.
- Staff should not conduct any live video/chat conferencing during self-isolation as a method of remote teaching.

### **GDPR**

- All staff will be expected to adhere to the School's GDPR policies and procedures.
- Staff are to ensure that computer access to personal information is password protected and written information is kept safe and secure.
- Any personal documents are to be kept securely until they can be disposed of in one of the school's sensitive data disposal units.