REMOTE LEARNING STRATEGY

Love God
Serve others
Work hard
Value all

Governing Body Approval
Policy approved by:

_____   (NAME)

_____   (SIGNATURE)

_____   (GOVERNOR POSITION)

_____   (DATE)

Ref: Remote Learning Strategy
Approved by Governors: November 2021
Reviewer: M Snowden/Ongoing/November 2023

1. Previous Lockdown and lessons learnt

During the first lockdown our staff did a fantastic job in adjusting to this new style of remote teaching. Here are some of the key things we learnt from this lockdown. One of the key elements of our remote and blended learning strategy moving forward, is to build upon the excellent work that was done during this first period of lockdown.

Successes
- **Staff embraced the challenge** – many of our staff really began to think about their teaching and its delivery and this was evident in the kinds of lessons that were being provided online. New approaches were evident within the online delivery with staff willing to take more chances with their teaching and learning
- **High staff morale** – Head teacher and SLT gave a real focus upon wellbeing during this first lockdown and as a result staff morale and wellbeing was generally high in challenging times
- **Staff became "reflective practitioners"** – the development and quality of lessons and content being delivered dramatically improved throughout lockdown due to staff takin a reflective approach to their practise. Sharing of good practise and open dialogue between staff was a real strength within departments and through whole school T+L bulletins
- **Staff training –** high numbers of staff attended voluntary remote CPD as well as numerous webinars to improve their knowledge and skills.
- **Engagement of pupils –** over 90% of our pupils logged onto Show My Homework each day which was well above the national average.

Areas for Improvement
- **Live lessons –** although a lot of training took part on this, only a few members of staff undertook live interactions with pupils during this lockdown
- **Submission of work** – although numbers of pupils logging onto SMHK each day was very high, the amount of pupils actually submitting work was well below the numbers logging on.

2. DfE Guidance

As a school we have highlighted the key successes and have reflected upon the systems and lessons learnt from the first lockdown. Taking this we are fully aware of the need to adapt and improve further, incorporating the guidance from the DfE.

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DfE Expectations: what schools need to consider

School response: current RAG rating

| DfE Expectations: what schools need to consider	School response: current RAG rating
Capacity to offer immediate remote education with an improved quality from existing offer. Ideally with daily contact with teachers.	Systems are strong within school to be able to provide immediate remote education to both smaller groups of pupils as well as whole year groups. CPD has been provided to staff to set out expectations and train upon the quality expected from remote learning that builds upon existing lockdown offer.
Strong contingency plan in place, including significant logistical challenges (e.g. large groups, limited connectivity/ device access) .	Logistical issues such as device access is strong with DP in upper school and is reliant on government providing promised devices for all year groups. In the case of a full lockdown plans are still ongoing for paper copies of work
Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally. Meaningful and ambitious work set each day in a number of different subjects.	Lessons to follow the learning plans and curriculum sequence which have been produced by curriculum leaders. Pupils at home will continue to follow their in school timetable and will therefore have lessons posted and contact daily from their teachers. CPD cycle is at an advanced stage in terms of T+L pedagogy behind recorded lessons
Provide frequent, clear explanations of new content, through high-quality curriculum resources or video.	Recorded and live lessons are used to provide clear explanations and modelling at key learning points. National Oak Academy and GCSE pod provide high quality blended learning resources for pupils. CPD has and will continue to take place around this area.
Gauge how well pupils are progressing using questions and other tasks and adjusting the pace or difficulty in response (e.g. SEND support, revising materials, simplifying explanations).	Pupils receive feedback on SMHK after the lesson upon work submitted. Pedagogy on our recorded content is focused around giving feedback on low level testing and concepts for pupils to self-assess as well as the teacher being able to simplify explanations with their delivery. Live feedback is difficult with recorded lessons, more work to be done on this and the use of forms, chat

🟩   Secure

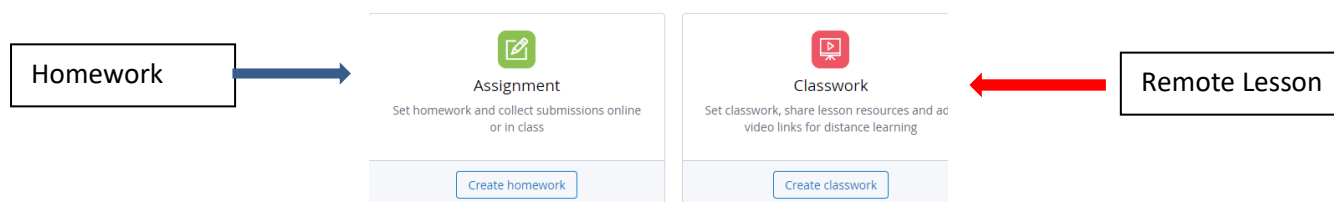🟫   Working towards

🟥   Concern

3. Method of Delivery

Building upon the success from the first lockdown we decided that one of our main strengths was the engagement of pupils and parents on our platform Show My Homework and as a result we have built the delivery of our remote and blended learning strategy around this. Over 90% of our pupils were logging on daily and felt comfortable using this system to check for their work and submit things back to their teacher. Staff were also well trained on SMHK and now well practised on this.

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Show My Homework as a result is the first point of contact for both pupils and parents and acts like a "hub" in which the teacher can direct pupils to other remote learning resources and websites from here.

Show My Homework is our first point of contact with pupils.
Use this to set homework AND remote learning (classwork)

Microsoft Teams
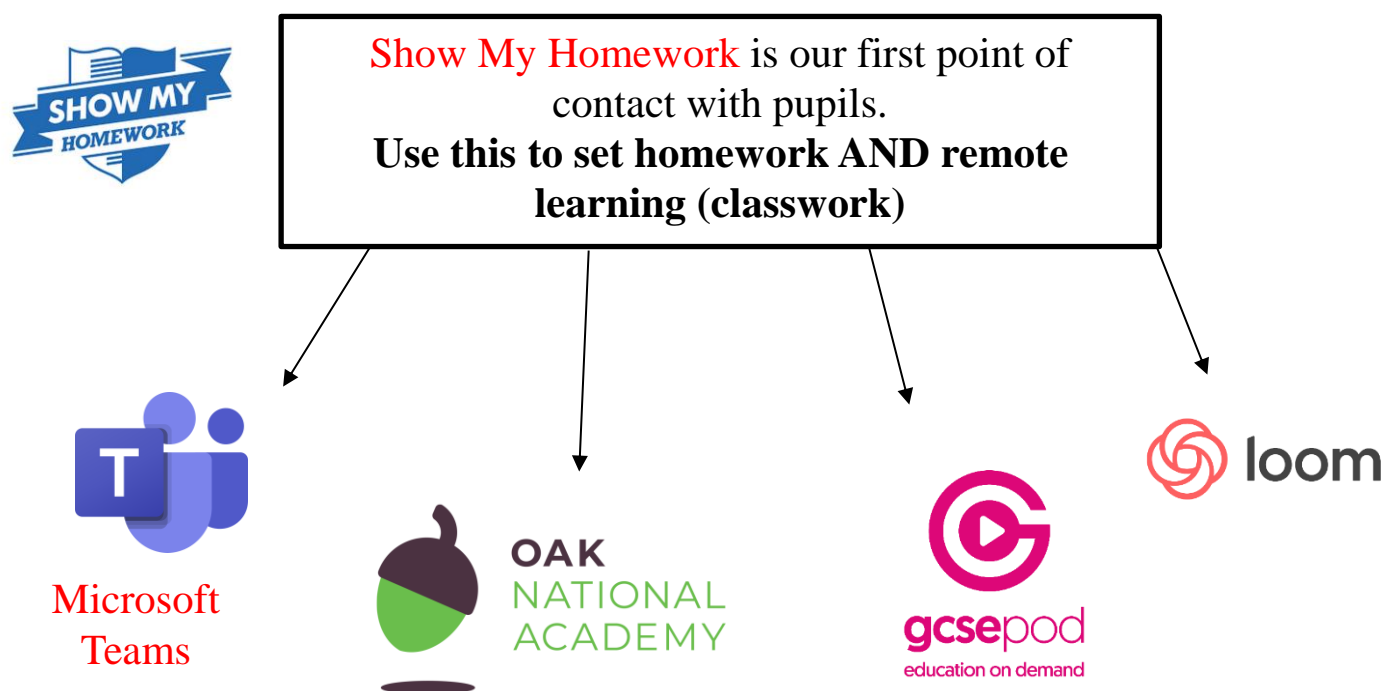
As part of our blended learning strategy, SMHK will continue to be used for setting homework as well as remote learning and is differentiated clearly to pupils and parents as shown below. Remote work will also only be set for the day the pupil has that lesson to encourage pupils at home to follow their in school timetable.
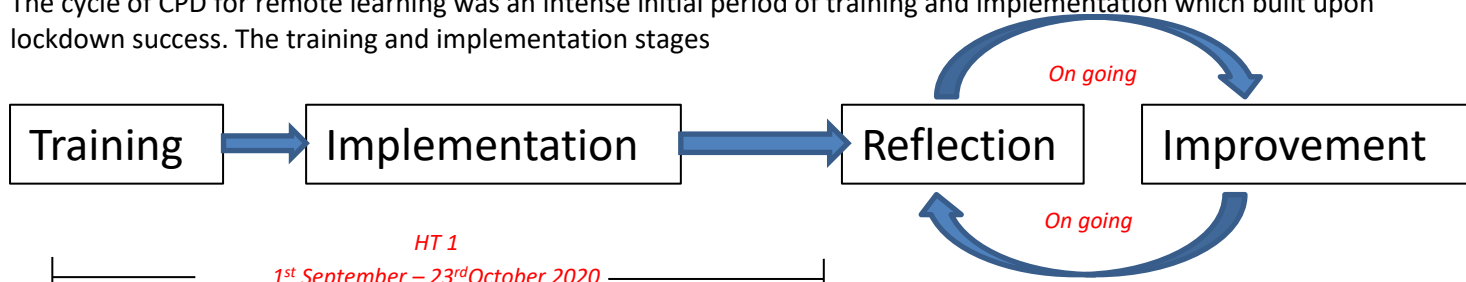

Homework → Assignment
Set homework and collect submissions online or in class
Create homework

Classwork ← Remote Lesson
Set classwork, share lesson resources and add video links for distance learning
Create classwork

4. CPD and Training

The CPD available to staff:
- Whole school CPD
- Department meetings
- Drop ins and voluntary sessions
- Lead practitioners and digital champion support

The cycle of CPD for remote learning was an intense initial period of training and implementation which built upon lockdown success. The training and implementation stages

Training → Implementation → Reflection → Improvement

On going

HT 1
1st September – 23rd October 2020

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Digital Champions and Lead Practitioners
Digital champions selected from each department and initially took the lead in recorded content pedagogy within their areas.
Thursday 3rd September
- Remote and blended learning training via teams – "What does a good asynchronous lesson look like?" provided by Manchester College through the Edutech support scheme.

Wednesday 9th September
- Took the lead within their departments delivery part of the session on good asynchronous teaching.

Digital champions and lead practitioners continue to be representatives and go to people within the school to share good practise and offer support.

Whole School CPD:
Monday 1st September – "Pedagogy within recorded lessons"
Wednesday 9th September – "Remote and blended learning strategy"
Wednesday 16th September – "Departmental strategy for a good asynchronous lesson"
Thursday 8th October – "Blended Learning and GCSE pod"

5. A Strong Pedagogy Within Our Remote Strategy

Pivotal to our remote learning strategy is the key focus on good teaching pedagogy, taking the great work our staff do within the classroom and transferring this into our remote delivery.

Recorded Content Pedagogy, set by departments during CPD on 16th September:
- Learning in small chunks
- Pause points throughout with opportunities for pupils to work independently
- Regular feedback from the teacher (instant feedback for self marking when appropriate)
- Retrieval, recall and interleaving
- Not too much text with a key image or symbol attached to key learning points (dual coding)
- Model work
- Work follows the curriculum sequence and learning journey

Our Whole School Pedagogy focuses:
- "Live in 5" (Do Now Activity)
- Recall and Retrieval
- Spaced retrieval and interleaving

<u>Different Forms of Delivery</u>
As stated the main tool for sharing online resources and setting work will be Show My Homework. Pupils will also be able return/submit completed tasks through this platform. For consistency resources and links associated with work on alternative platforms should be posted on Show My Homework first. The two main pedagogical approaches to the delivery of content through Show My Homework are:

Asynchronous Learning - Asynchronous learning is learning that doesn't necessarily happen at the same time for the teacher and the pupils. There is no real-time interaction; the learning resources are created and made available for pupils to use later on. The main features of asynchronous learning are:
● resources and activities delivered online, e.g. through SMHK
● recorded lessons/video instruction/podcasts;
● flipped learning - pupils engage with material before discussions in class.

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Synchronous Learning - Synchronous learning is teaching and learning that happens where the teacher is present at the same time as the pupils, meaning that there is real-time interaction between them. The main features of synchronous learning are:
● live, streamed lessons

Research into effective remote and blended learning

The *Education Endowment Foundation*, in its report on distance learning during school closure, highlights the following:

1. Teaching quality is more important than how lessons are delivered;
2. Ensuring access to technology is key, particularly for disadvantaged pupils;
3. Peer interactions can provide motivation and improve learning outcomes;
4. Supporting pupils to work independently can improve learning outcomes.

Therefore, it is important that everything put in place meets the four guidelines referenced above and that we have clear expectations for blended learning. Particularly for number one on this list, this is one of the main reasons we give our staff at Blessed Trinity the autonomy to deliver lessons, live or recorded, based upon their own professional judgement, taking into account their class, topic, subject etc

Marking, feedback and assessment

 In line with the School's Marking and Feedback Policy, not all submitted written work needs to be quality marked in detail by the teacher; however, it is important that work completion is tracked so that pupils who are not engaging with the work set can be appropriately supported. The nature of marking and feedback given will depend on the type of work completed and the method of submission. The School's Marking and Feedback Policy should be followed as the overall framework on which to base our approach. Staff should consider how pupils can be formally assessed so that progress can be effectively monitored and intervention can be put in place where necessary. Self assessment may be an integral part of a blended learning approach; however, in order for this to be effective, pupils must be able to accurately and confidently self assess their work and progress. Therefore, clear guidance and expectations relating to this will need to be provided by subject teachers.

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<table>
<tr><td colspan="8">6. Preparing for Different Scenarios

Contingency Plan – Outbreaks - For Individuals or Groups of Self-Isolating</td></tr>
<tr><td>Scenario 1</td><td>School Response</td><td colspan="2">Key Actions</td><td colspan="4">Options</td></tr>
<tr><td></td><td></td><td>Who?</td><td>What?</td><td>Option 1
Pre-recorded Lessons by class teacher</td><td>Option 2
Live Teams Lessons</td><td>Option 3
Planned Pathway for Oak Academy Lessons or GCSE pod</td><td>Option 4
Lesson resources uploaded</td></tr>
<tr>
<td>In the event of individual child or small group (10 children or less) needing to quarantine.</td>
<td>Highlight pupils who need to isolate via seating plans track and trace. Communicate with parents and send out remote learning guidance.

Remote learning lessons must be provided for the children at home. Look at the options before deciding on the best form of action for your children.

Digital devices must be accessible for the children</td>
<td>Class Teacher</td>
<td>To use a blended learning approach to plan lessons for both in class and pupils at home. This should be done by checking registers for an (x) in advance.

Teacher to use professional judgement to decide on the best form of delivery (see options)

Use Show My Homework as main form of communication. Upload work and links to recorded/ live content from here.

Feedback and support given via SMHK</td>
<td>Teacher to plan normal class lessons using the blended learning lesson approach by recording themselves teaching the lesson on software such as Loom or adding voice to PowerPoint. Key pause points must be added to allow pupils to work independently at key moments.

Key pedagogy should be included within these lessons</td>
<td>Teacher sets up a live meeting/ live event on Teams and asks pupils to log on at the time they should have their lesson in school.

The lesson links will be sent via SMHK in advance with attached video for pupils on how to log onto Teams.

Teachers encouraged to share their experience of the live lesson afterwards within</td>
<td>If they allow for the sequence of learning to be continued, National Oak Academy lessons may also be used.

Communicate links to these lessons through Show My Homework (SMHK)

The pathway of learning needs to be at the forefront of teachers minds when setting these so that the children can access the correct subjects and knowledge/ skills.</td>
<td>Although options 1,2 and 3 are preferable, if time does not allow or a pupil is isolating at short notice then this option should be used.

These are then uploaded to Show My Homework with written instructions on what you need pupils to do.

Children to complete their learning on paper, word processor and upload back to SHMK by taking a photo or attached</td>
</tr>
</table>

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If the child cannot access a device, the school needs to loan a device to the parents during the quarantine period (14 days). The device must be returned to the school at the end of that time ICT support to be available to help with logins and passwords to all the learning platforms that they require the child(ren) to access at home. .			These are then uploaded to Show My Homework using links to the Loom videos. Teachers are encouraged to share their pre-recorded lessons in order to reduce workload Pre-recorded lessons uploaded on the day that pupils should have that lesson in order to mirror there in school timetable for continuity at home. Children to complete their learning on paper, word processor and	their department and with MS. Children to complete their learning on paper, word processor and upload back to SHMK by taking a photo or attached a document. Teachers may want pupils to bring in their work in paper form to add to their books upon return Teachers would respond on SMHK for more detailed marking and feedback but may give verbal feedback and guidance within the live lesson itself.	For KS4 GCSE pod can also be used, again as long as the learning sequence allows. Tasks must be set around these pods to give pupils guidance on how to use them. Children to complete their learning on paper, word processor and upload back to SHMK by taking a photo or attached a document. Teachers may want pupils to bring in their work in paper form to add to their books upon return	a document. Teachers may want pupils to bring in their work in paper form to add to their books upon return
	IT Technician	Support the class teacher with the technology problems when necessary. Support pupils and parent queries regarding passwords and log ins. Ensure webcams are available and functioning in all rooms across the school. Support SLT with key messages and communication home via the school's website				

		Assistant Head teachers	Ensure the Teachers are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on MS Teams. Monitor the quality of work being provided to pupils at home through virtual learning walks. Support staff where needed with specific and personalised CPD including safeguarding and T+L. Ensure the facilitation of ICT equipment to DP pupils in order for them to access the necessary work from home.	upload back to SHMK by taking a photo or attached a document. Teachers may want pupils to bring in their work in paper form to add to their books upon return Teachers respond on SMHK with a typed message or a video message from the teacher. Work may be marked at the same time as the teacher marks the pupils work in class.			
In the event of a staff member isolating and delivering lessons from home	Member of staff to continue to teach from home as long as the member of staff is fit and well and is not displaying symptoms	Class teacher	To undertake a test and communicate with school regarding return date Is to set up live lessons each day via Teams seeking support from MS in school when needed. Add the necessary member of staff to the				

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			meeting so it can be accessed in school. Communicate with the member of staff in school who will be in with their class during the live lesson, sending resources and instructions in case of any issues with ICT. Feedback to MS at the end of each day with any concerns or extra support they may need	
		Cover	Communicate with MS and member of staff who will be covering their lessons in order for the teacher to invite the right people to the lesson.	

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		Assistant Head Teachers	Meet remotely with the member of staff before the days teaching in order to explain the protocol and provide any support or training. Drop in to support/ facilitate the setting up of the lessons on the first day of delivery. Regular communication with teacher at home including a the end of each day to review the process and resolve any concerns	

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Scenario 2	School Response	Key Activities/Timetable		Options	
		Who?	**What?**	**Option 1 Live Lessons**	**Option 2 Use Pre-recorded Lessons, Oak Academy, Lesson resources etc**
In the event of a year group/ half a year group or full class having to isolate (partial).	Highlight pupils who need to isolate via seating plans track and trace. Communicate with parents and send out remote learning guidance. Communicate remote learning expectations with parents Digital devices must be accessible for the children If the child cannot access a device, the	Class Teachers	To plan and deliver their lesson live via Microsoft Teams in school at their normal lesson time according to the timetable. Teachers to set up lessons on Teams in advance and invite the appropriate pupils to the lesson. Links to be shared and communicated through SMHK Record all lessons and post to pupils who missed the lesson.	*Note: If the teachers do have to quarantine and they are not ill, they can still teach remotely to the children at home* Teachers to provide live lessons within school. Teachers to follow their normal timetable and set up a live lesson within their allocated room.	*Note: If the teacher is well and in school this option should not be used.* Option 2 should be used in case of illness or low staffing numbers. In this case work will be submitted online as per options 1,3 and 4 on scenario 1 Alternatively, staff may want to

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	school needs to loan a device to the parents during the quarantine period (14 days). The device must be returned to the school at the end of that time		Registers to be taken as if pupils were in school	Curriculum sequence is to be followed e.g. the lesson that was going to be taught should still be taught remotely	double remote classes up on Teams with another member of staff in school who is teaching the same topic/ ability level/ lesson in the sequence

	school needs to loan a device to the parents during the quarantine period (14 days). The device must be returned to the school at the end of that time Live lessons would be recorded and uploaded so that children could replay the lesson or watch it later in the day if they missed it. The remote learners would upload their		Registers to be taken as if pupils were in school Lesson materials to be posted onto SMHK before the lesson. These may also be shared within the lesson at key points via the chat function. Staff to ensure they take the necessary steps to safeguard themselves when delivering lessons. CPD to be attended for this.	Curriculum sequence is to be followed e.g. the lesson that was going to be taught should still be taught remotely Teacher sets up a live meeting/ live event on Teams and asks pupils to log on at the time they should have their lesson in school.	double remote classes up on Teams with another member of staff in school who is teaching the same topic/ ability level/ lesson in the sequence

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| | work via teams or show my homework | | Form tutors would set up teams lessons for their forms and undertake a "wellbeing" registration at their timetabled registration time. Passing on any concerns to Assistant head teachers or heads of year | The lesson links will be sent via SMHK in advance with attached video for pupils on how to log onto Teams.

Teacher to keep a register of non-attendees letting CL, SLT, HOY know names of pupils to be contacted.

Children to complete their | |

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		ICT Technician	Support the class teacher with the technology problems when necessary. Support pupils and parent queries regarding passwords and log ins. Ensure webcams are available and functioning in all rooms across the school Support SLT with key messages and communication home via the school's website	learning on paper, word processor and upload back to teacher on Team's chat or SHMK by taking a photo or attached a document. Teachers may want pupils to bring in their work in paper form to add to their books upon return Teachers would respond to pupils live on Teams chat or via SMHK for more detailed marking and feedback but may give verbal feedback.	
		Assistant Head teachers	Ensure that the appropriate CPD has been provided. Drop into virtual lessons to support teachers in learning walks Behaviour team to support classroom teacher in case of remote behavioural issues		

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| | | | Support staff where needed with specific and personalised CPD including safeguarding and T+L.

Ensure the facilitation of ICT equipment to DP pupils in order for them to access the necessary work from home.

Ensure clear communication with parents and carers. | | |
| | | Heads of Year/ curriculum leaders | Make contact with parents of pupils who are not engaging with the live lessons or are causing behavioural issues to offer support. | | |

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		Contingency Plan – Outbreaks - For Whole School of Self-Isolating (School would still be open for key-worker children, vulnerable and disadvantaged children)				
Scenario 3	**School Response**	**Key Activities/Timetable**		**Options**		
		Who?	**What?**	**Option 1 Live Teams Lessons**	**Option 2 Pre-recorded lesson by the teacher**	**Option 3 Planned Pathway for Oak Academy Lessons or GCSE pod**
In the event of all classes in the school needing to go into lockdown (No children in school just vulnerable & disadvantaged & key worker children still in school) *Localised or national lockdown*	Communicate clearly with parent's procedures and remote learning expectations in line with the government guidance Ensure pupils have access to devices and provide alternatives if access is not possible Teachers to deliver teaching via recorded and live lessons via MS Teams following the normal school timetable	Class Teachers	Class teacher to choose one of the options available to work from home around their own personal circumstances e.g. child care etc *It may be that a mixture of options might fit best* e.g. if there are 5 lessons each week, two might be live in order to model a key/ new concept, whilst the other three may be supporting recorded resources with the teacher available for questions and feedback Teachers are to provide work via one of the options following in their in school timetable	*Teachers* to provide live lessons from home. Teachers to follow their normal timetable and set up a live lesson. Teachers may decide to support each other with the delivery of live lessons within departments with one delivering and the other answering questions in the chat function. Teachers to ensure they have	*Note: If the teacher is well and does not have child care then option 1 should be used* Option 2 should be used primarily in case of low staff unavailable to child care at the lesson times. Alternatively, should be used to back up live teaching In this case work will be submitted online as per option 1 Alternatively, staff may want to	Teachers may use this option to support their live or recorded teaching GCSE pod still to be used as a blended learning tool for homework and out of class extension tasks for year 10 and 11 pupils Oak Academy lessons to be used only as a back up to options 1 and 2 if staffing is stretched. Lessons chosen from here should continue to follow the learning sequence within class.

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			Use Show My Homework as main form of communication. Upload work and links to recorded/ live content from here. Feedback and support given via SMHK If unwell or unable to provide the work then CL and SLT link to be contacted	attended relevant training on keeping themselves safeguarding when delivering live lessons remotely Curriculum sequence is to be followed e.g. the lesson that was going to be taught should still be taught remotely	double remote classes up on Teams with another member of staff in who is teaching the same topic/ ability level/ lesson in the sequence Pre-recorded material should include the key pedagogies in section 5 of this policy
		Cover	Staff illness still to be recorded via the cover supervisor BW to communicate daily absences via email to SLT	Teacher sets up a live meeting/ live event on Teams and asks pupils to log on at the time they should have	Staff encouraged to share the work load in recording these, with staff within departments maybe taking the

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		IT Technicians	Support the class teacher remotely with technology problems when necessary. Support pupils and parent queries remotely regarding passwords and log ins. Support SLT with key messages and communication home via the school's website	their lesson in school. The lesson links will be sent via SMHK in advance with attached video for pupils supporting them in how to log onto Teams. Lesson to be recorded and uploaded via SMHK to pupils who did not attend. Teacher to keep a register of non-attendees letting CL, SLT, HOY know names of pupils to be contacted. Children to complete their learning on paper, word processor and	lead for different year groups/ topics.	
		Assistant Head teachers	Ensure staff are aware of remote expectations and procedures in terms of delivering lessons and in case of illness/ child care issues Provide necessary support to staff on Teams. Ensure that the appropriate CPD is provided remotely.		

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| | | | | Drop into virtual lessons to support teachers in "virtual learning walks"

Behaviour team to support classroom teacher with "virtual drop ins" case of remote behavioural issues

Support staff where needed with specific and personalised CPD including safeguarding and T+L.

Ensure the facilitation of ICT equipment to DP pupils in order for them to access the necessary work from home.

Ensure clear communication with parents and carers.

Support CL's with wellbeing calls daily/ weekly | upload back to teacher on Team's chat or SHMK by taking a photo or attached a document. Teachers may want pupils to bring in their work in paper form to add to their books upon return

Teachers respond to pupils live on Teams chat or via SMHK for more detailed marking and feedback but may give verbal feedback. | | |
|---|---|---|---|---|---|---|---|

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Contingency Plan – Outbreaks - For Whole School of Self-Isolating					
		Heads of Year/ curriculum leaders	Make contact with parents of pupils who are not engaging with the live lessons or are causing behavioural issues to offer support. Support form tutors with morning registration and provide appropriate assemblies/ wellbeing messages for pupils			

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Blended Learning Strategy

*"At its simplest, blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences." [*Garrison and Kanuka, 2004]. At Blessed Trinity, this means that time spent learning in the classroom (virtual or actual) will introduce new knowledge and skills; address misconceptions; give effective feedback and clear instructions/ expectations.

In order to ease transition into any kind of remote learning scenario, we will embed key online resources into our day to day teaching strategies within school. Key blended learning resources/ strategies:

- **Show My Homework –** this will continue to be our main form of communication with pupils and parents in terms of setting homework. Staff will continue to set homework on this platform following the online homework timetable. Work is to be encouraged, as per the school's risk assessment, to be submitted back to teachers via SMHK by pupils with feedback given here also by teachers. Low stakes quizzing is also a key feature of SMHK
- **Microsoft Teams** – All staff CPD and meetings to take place via MS Teams in order to embed it into our weekly routines. Voluntary CPD drops ins on MS Teams to be put on by lead practitioners within school. Digital champions take a lead in skilling themselves up within their department areas on this platform. Form tutors, year leaders and SLT also to provide their assemblies this way.
- **GCSE pod –** To be used with Year 10 and 11 as a homework, revision, catch up resource. Staff and pupils trained up on this resource with weekly and monthly monitoring of its usage. Staff also use pods within their lessons so that pupils are able to access the content in case of remote lessons.
- **Subject specific online resources** – other subject specific websites/ online resources used within lessons and for homework e.g. BBC bite size, ever learner, music first
- **Low stakes retrieval** – websites such as Kahoot, mrbartonmaths, pixl, SMHK etc. which provide low stakes retrieval quizzing are used within lessons and as homework

Monitoring and Review
Subject leaders and SLT will monitor and evaluate the provision of blended and remote learning in their areas through established monitoring and quality assurance procedures.

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Pupil Expectations – Working From Home

- School will begin by 8.45am. You must log in live with your Form Tutor. Parents will be contacted if you do not attend registration.

- You will be expected to follow your school timetable and attend all of your lessons at home.

- Lessons will be a mixture of live or pre-recorded on Show My Homework.

- Please watch the clip on Show My Homework from Mr Snowden as he explains how to log into a live lesson from home.

- Alternatively, if there is no live lesson, your teacher will have set a recorded lesson on Show My Homework.

- Work must be submitted when you **return** to school. Our advice is that you will complete all your work at home in a pad or exercise book. This can then be placed into your classroom exercise book.

- Lessons will last for 50 minutes. There will be an opportunity during the live lesson to ask your teacher any questions if you do not understand the learning/written task.

- The high expectations that we have in school regarding your attitude to learning and your positive behaviour should be continued at home.

- We ask you to work hard and do your very best.

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