# Remote Learning Strategy: Phase 3, September 2020 onwards

# An Overview for Parents/Carers and Students

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During the summer term, the staff at Priestnall rapidly developed our remote learning provision - indeed most of the staff weren't in school at that time and needed to collaborate on-line to provide these learning resources. Feedback about these developments was extremely positive and we are currently refining our approaches to provide high-quality learning experiences for students who are not in school – should the need arise again.

We have been very pleased to reopen fully since the start of September and welcome back our students but, in the current national situation of Covid-19 infection rates, we have been reviewing and refining what we plan to provide in the event of year-groups being required to work from home -or whole-school closure. These two situations would be imposed on the school from the government and/or public health authorities and we would hope to avoid either! As part of our considerations we are also aware that individual or small numbers of students may be self-isolating and need access learning materials so that their education can continue and they can return to school and pick up in tandem with their peers. Students are occasionally absent from school for other reasons and these resources will support them too.

Currently the likely scenarios for large-scale remote learning are as follows:

- The school may be required to send a single year group home for 14 days – on the direction from local public health authorities- if there are confirmed infections in a specific year group
- The school is required to move to 'Tier 2' opening – in conjunction with local restrictions imposed by government. This would involve a combination of year groups being out of school for 14-day 'quarantine' periods whilst the others remain in school full time. This arrangement is effectively a two-week rota and, in this event, we plan to have Years 11, 9 and 7 on one rota and Years 8 and 10 on the other- maintaining age as well as social distance in the school. In the event of Tier 2 opening, Vulnerable Children and those of key workers are still entitled to attend school full-time, as during the total lock-down.
  Tier 2 rota-based attendance at school for students will be informed by information contained in the following official advice and guidance: https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions

  In both of these cases, all staff will be working in school teaching lessons for those students present alongside the provision -and development- of remote learning.

Our remote learning strategy encompasses a blend of inputs and activities, but will focus on two key platforms: FROG, the school's virtual learning environment and Microsoft Teams for delivery of 'live' on-line lessons. Some subject areas may continue to produce videos via their Priestnall YouTube channels and/or direct students to other relevant high-quality resources – for example those on the Oak National Academy. All

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of our students now have e-mails and these are an invaluable means of contact with their teacher. Teachers' school e-mail addresses are shown on the front page of the FROG student site.

Please note: for individual and small groups of students who are not in school, lesson-by-lesson work is available via the subject pages on FROG. This is designed to be accessed and worked through in a stand-alone manner. Teachers can be contacted regarding this work via their school e-mails. (The full offer of blended remote learning is only likely to be available when a whole class/year half or year group is out of school as teachers will be delivering their timetabled lessons to those students who are in school ).

TEAMS

We feel – and student feedback confirms- that the interactive nature of Teams' live' lessons is the most beneficial means of providing high-quality remote learning and we will be delivering at least 50% of a subject's lessons in this way to students of year groups who are not in school: our aspiration is to provide greater coverage over time. These Teams sessions may be in the form of single-class lessons or input to larger groups to maintain the coherence and consistency of the students' progress. 'Drop-in' sessions via Teams proved to be particularly effective in addressing student queries and providing feedback to support tasks that had been set via other channels and these will continue as appropriate. Every Teams session is recorded and made available for the students to revisit at a later time. When interactive Teams sessions are scheduled, these will follow the school timetable in order to avoid potential clashes between year groups and teachers. Students are 'invited' to these Teams sessions via their school e-mail and we would hope that students will check these -and FROG- each morning and continue to follow the structure of the normal school day. Yes, this might involve getting up at the normal school-day time, but this is key 'education time' and the students need to respond accordingly: the learning journey must continue!

FROG

Alongside these live sessions, lesson-by-lesson materials will be available via the subject pages on FROG. Teachers in all subjects are currently updating these to reflect the current and imminent series of lessons for each year group. These will mirror the lesson content and materials which would be used during normal classroom-based lessons in order that the learning experience is compromised as little as possible. For a few subjects, specifically in the Arts, themed-projects reflect classroom practice, but in other areas, discrete lessons are shown. Individual students who are not in school for short periods should be able to find the next lesson(s) in sequence themselves, though for larger groups and/or longer periods direction will be given – along with other guidance- to support effective progression during this time. Specific tasks will continue to be set as specific assignments on FROG – as is the case for homework currently.

Communication

An overview of subject content and the anticipated blend of on-line learning for each year group will be communicated via the Remote Learning Strategy section on the front page of the school's website as soon as is practicable. Examples of these are in-place for illustrative purposes.

Engagement, Assessment & Progress Checking.

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It will remain vital to check students' engagement with remote learning, assess their progress and provide developmental feedback during periods away from school. Registers are taken for every live Teams lessons and each teacher has a work 'drop-box' on FROG for students to return completed assignments. Evidence can also be submitted as attachments to students' e-mails and it is crucial that they click to show that they have completed FROG assignments. Assessment is likely to take a variety of forms and teachers will endeavour to provide personalised and detailed feedback via the channels described above: Teams lessons and drop-in sessions will have a role to play here too. It is hoped that, at worst, students might only be away from school for 2-week blocks and that book-marking/assessment and more detailed feedback can be accomplished during their return to school.

## IT/Devices

Although students will be able to access remote learning via their phones, most live Teams sessions include PowerPoint presentations with detail which is best viewed on a larger screen: some phones may be able to connect to smart TVs and this would be useful. YouTube content can similarly be viewed on some TVs. Laptops/PCs with speakers and microphones are ideal, though students can use their phones alongside computers to provide audio-visual contact. Microsoft Teams is a web-based package – though an App can also be downloaded and it is hoped/expected that students and parents/carers already have the FROG App on their devices. We appreciate that our students may only have limited access to appropriate devices and internet connectivity, however we will endeavour to ensure that all resources are available over a lengthy time period so that our provision is as inclusive as possible.

## Summary

We fervently hope that a return to large-scale remote learning is not required, however in drawing from our experience from the last academic year, we are well equipped to provide a rich, diverse and inclusive range of high-quality experiences for all of our students who are required not to be in school.

It is hoped that this has been a useful overview of our intentions in the event of further imposed disruption: it would be as frustrating to ourselves as it surely would be to other members of our school community if this was to happen -but we are prepared!