

## Remote Learning Plan: 2021-2022 Academic Year Updated November 2021

### Purpose of this document

The purpose of this document is to set out expectations and requirements for remote learning during a partial or full school closure *and* for students who are required to self-isolate. The intended outcome is that we focus on the quality of learning to ensure student progress with as little interruption as possible, whilst keeping motivation and enthusiasm for learning. Arrangements may include tasks on Firefly, live sessions using Microsoft Teams via Firefly, pre-recorded audio/video content or COVID School pages on Firefly.

Appropriate safeguarding guidance has been provided to enable this to form of remote education. Training has been and will continue to be provided to all teaching staff to ensure that our students are able to access the best possible remote education experience.

Our remote learning provision will be divided into categories, each of which identifies a different need. We may enact any category at any time that it is necessary to do so.

Category	Category A	Category B	Category C	Category D
<b>Who the learning is aimed at</b>	<b>Individual students</b>	<b>A year group or class(es) – less than 3 days</b>	<b>A year group or class(es) – 3 days to 2 weeks</b>	<b>Multiple year groups or the whole school for an extended period</b>
<b>Who directs the learning</b>	Students work independently with parental support	Teachers direct the learning with parental support and leadership support where necessary	Teachers direct learning with subject, pastoral and senior leadership support and parental support	Teachers direct learning with subject, pastoral and senior leadership support and parental support
<b>How work will be set</b>	Firefly tasks may be set for individual students AND/OR students find work independently on the Firefly 'COVID School' area	Firefly tasks will be set, one per lesson, following the normal curriculum	Firefly tasks will be set, one per lesson, following the normal curriculum	Firefly tasks will be set, one per lesson, following the normal curriculum
<b>Further support for learning</b>		Tasks may link to the 'COVID School' area on Firefly	For core subjects, live Q&A contact or teaching sessions will be offered by subject teachers once a week via Teams. For non-core subjects, this will be once a fortnight	For core subjects, live Q&A contact or teaching sessions will be offered by subject teachers twice a week via Teams. For non-core subjects, this will be once a week

<b>Feedback on learning</b>	Students will complete a feedback sheet of the work that they have undertaken each day and will provide this to the school on their return. Students may email or attach proof of work to tasks for teachers to see	Tasks will require work to be submitted to show proof of learning. This will be reviewed by teachers who may provide general feedback and acknowledgement of the work completed	Tasks will require work to be submitted to show proof of learning. Regular feedback will be provided by teachers, once a week for core subjects and once a fortnight for non-core subjects	Tasks will require work to be submitted to show proof of learning. Regular feedback will be provided by teachers, once a week for core subjects and once a fortnight for non-core subjects. Detailed feedback on an assessed piece of work will be provided once a term
<b>Pastoral support</b>	Tutors will make contact with their students who are isolating once a week	Students may contact teachers or tutors if required	Tutors will make contact with their students once a week with support from pastoral leaders	Tutors will make contact with their students once a week with support from pastoral leaders

## **Features of our remote learning offering**

- Paper copies of work can be provided *where requested* if a student has recently notified the school that they have no internet access
- The 'COVID School' area of Firefly can be found on the student dashboard by using the button or through the 'Resources' menu
- We only expect that students will complete remote learning work if they are well enough to do so
- Live Q&A or teaching sessions will be delivered by teachers using Microsoft Teams. Teams meetings will be created via a link added to a Firefly task. Sessions will aim to last a minimum of 15 minutes in length
- Where there is high staff absence, live sessions may not be possible. The frequency of live sessions may need to change according to the availability of staff
- Pre-recorded audio or video content may be added by teachers to Firefly tasks as they see fit to help to explain a task or instruction
- Set tasks should take approximately 1 hour to complete. The day, subject name and lesson will be clearly visible in the task title. Tasks will be posted by at least 8.30am on the day of the lesson and should follow the 'normal' curriculum timetable
- If the task contains a live session, then this will be clearly indicated in the title with the word "LIVE" and the time of the live session
- Work set should reflect the normal curriculum objectives. It is understood that learning activities may differ from those in a classroom setting
- Work will aim to not involve printing as we recognise that not everyone has access to a working printer
- The number of tasks that require Office (Microsoft 365) based apps (PowerPoint, Word etc.) will be used in moderation as we recognise that many students struggle to access Office from home or when working from a smartphone
- Teachers will clearly identify the intended outcome of the lesson. For example, 'by the end of this lesson students should have completed X'
- Teachers will not set additional 'home learning' during extended periods of remote learning
- Extension tasks will be shared with students

- Teachers will be careful in their tone when communicating with students. We do not want to increase the anxiety that some students will be facing. We recognise that there may be underlying reasons for not completing work i.e. technology not working effectively
- Teachers will consider adaptations to tasks for students receiving SEND support and the most able, ensuring they are able to access the work at home and that there are appropriate expectations of the work they will produce
- Feedback can take a variety of forms. It could be verbal feedback during live sessions or individual or whole class feedback attached to Firefly tasks or pieces of work
- The timeframes stated for feedback will be the minimum – feedback may be provided more regularly at a teacher's discretion
- Detailed feedback will be provided once a term on an assessed piece of work (Category D)

## **The role of the student (for all categories)**

### **Students (where ICT access is available)**

1. Will follow their normal timetable
2. Will check Firefly each school day to see the tasks that have been set
3. Where they are self-isolating will follow the work on the COVID School area of Firefly if no work has been specifically set
4. Will complete the daily attendance check via Firefly task as required
5. Will participate in live sessions in accordance with rules set out at the beginning of each lesson
6. Will complete all set work and submit it by the stipulated deadline
7. Must use Firefly and their Kingsmead email to communicate with their teachers and ask questions if they do not understand or have not been able to complete the work set
8. Will not access/complete any tasks which are a component of a live session in advance of the teacher input
9. Must communicate with staff in an appropriate manner
10. Those students without internet access should contact the school for support

## **The role of the parent (for all categories)**

### **Parents/Carers**

1. Should encourage and support their children's studies by finding them an appropriate place to work, checking that set work is completed by the end of each day and ensuring that the normal school timetable for the day is followed
2. Please be aware that not all activities set on Firefly will require device access. If you have more than one child at home and only one device to access Firefly from, you will need to schedule the usage of the device. In this instance, encourage students to spend their scheduled time noting down tasks to complete that do not require a device/internet, which can then be completed whilst a sibling accesses the device
3. Should refer to the sequence of learning for each subject on the departmental pages of the school website
4. Should encourage use of the 'Parent Timetable Tracker' to help support your child. This will help you to monitor the progress your child is making with the tasks set by teachers (Category D only)
5. Please try to encourage students to read independently for at least 30 minutes a day
6. Please remember that you can only do your best to support your son/daughter's learning – it may not be perfect – please don't worry!
7. For periods of self-isolation: parents/carers and students should complete the remote learning feedback form which seeks to improve our remote learning provision based on parent feedback and inform staff regarding learning progress
8. Will periodically check their children's Firefly task submission
9. Will contact Kingsmead School if they do not have sufficient ICT resources for remote learning
10. If you have any issues in accessing the Firefly Parent Portal please email:  
[fireflyparent@kingsmead-school.com](mailto:fireflyparent@kingsmead-school.com)

## **Where concerns are raised about a student (Category D only)**

If a student is consistently failing to complete tasks a concern tracker will be used to monitor this. Staff will record concern for a student on the concern tracker if they have made no engagement with set tasks on a regular basis, with no communication from the students with a valid reason. If a staff member is adding a student as a concern, they must have made the initial contact with home by phone call or email. When more than 3 concerns are recorded, the Head of Year will make contact. If the Head of Year is unable to establish home contact, this should be passed to the relevant Assistant Headteacher + DSL/DDSL.

## **Where praise is due for the superb effort of a student (Category D only)**

If a student is clearly putting in a superb effort in a subject then this will be recorded by the subject teacher on a praise tracker. Praise will be acknowledged and provided regularly to students, either through feedback on tasks by subject teachers or as part of the support roles below.

## **Support roles for remote learning (Categories C and D)**

### ***Heads of Subject / Department / Faculty***

1. Will regularly check in with their team to ensure that staff are consistent in their approaches and pick up on any potential concerns early on
2. Will provide support to colleagues to ensure that resources/academic material is provided as required
3. Will monitor the quality of work being set by the teachers within the team
4. Will monitor the quality and frequency of feedback given by the teachers within the team
5. Where multiple teachers share the teaching of a single subject, the head of subject or faculty will oversee the frequency of live sessions
6. Will monitor the praise tracker and will support subject teachers in ensuring that praise is provided where it is due (category D only)

### ***Heads of Year***

1. Will send Firefly messages to their year group once a week with relevant information and advice
2. Will communicate with students and parents/carers who are not completing work across three or more subjects, liaising with Assistant Heads of Lower/Upper School, and will record this information on the concern tracker (category D only)
3. Will record relevant pastoral information that may impact upon a student's ability to complete tasks to the concern tracker (category D only)
4. Will continue, alongside other named teachers, to provide welfare check-ins and record feedback for allocated students as directed by the school leadership team
5. Will track, record and contact home, where necessary, any inappropriate use of school online resources, for example in messages or submission of work, and will liaise with Assistant Heads of Lower/Upper School
6. Will keep Firefly wellbeing pages updated in conjunction with Assistant Heads of Lower/Upper School (category D only)
7. Will deliver a live session or pre-recorded assembly at least once a fortnight
8. Will support the Assistant Heads of Lower/Upper School in monitoring remote learning attendance
9. Will monitor the praise tracker and will contact students when there are 6 or more items of praise mentioned (category D only)

## **Tutors**

1. Will make contact with their tutees at least once a week
2. Will deliver one live afternoon registration session per week (category D only)
3. Will each week update a record of tutor contact, outlining a weekly tutor challenge, communication with students and any live tutor sessions. Tutors will follow up if there is no engagement with two of these tasks in a row (category D only)
4. Will record relevant pastoral information that may impact upon a student's ability to complete tasks to the concern tracker (category D only)
5. Will monitor the praise tracker and will contact students when there are 3 or more items of praise mentioned (category D only)
6. Will **call** monthly to speak to both tutees and their parents/carers, to discuss remote learning progress and wellbeing, and any praise or feedback received. Before this they will check the 'relevant pastoral information' on the concern tracker and add information to it after the call if relevant (category D only)

## **SEND Support**

1. Will connect with parents and/or students who receive one-to-one SEND support to check their progress with remote learning once a week
2. Will reach out to students/staff and provide guidance/feedback as necessary

## **Senior Leadership**

1. Will support teachers and other staff in delivering remote learning
2. Will monitor the concern tracker and feed into the concern recording and contact process (category D only)
3. Will monitor the praise tracker and will contact students when there are 9 or more items of praise mentioned (category D only)
4. Will manage the safeguarding protocols and support students and staff where welfare concerns are raised

## **Guidance on live streamed sessions (Categories C and D)**

Please note the following information to make sure that all live streamed sessions are safe and productive:

- Staff will alert students/parents/carers to forthcoming live streamed sessions via Firefly tasks
- A live streamed session will be clearly indicated in the Firefly task title with the word "LIVE" and the time of the live session
- Invitations to live streamed sessions will only be issued through Firefly using Microsoft Teams and using the students' school accounts. We will not use Zoom or personal email addresses

To join a live streamed session, a student can only join through the invitation the teacher will send via a Firefly task.

Live streamed sessions are subject to the conditions of the Acceptable Use Policy they have signed to gain access to the school network. We will take strong action against any student who misuses the live streamed sessions environment, and this may affect their eligibility to take part in future Teams learning provision. We would also expect the same levels of courtesy and engagement from students as we would in a normal classroom setting. A PowerPoint slide that runs through learning expectations for live streamed sessions is available to all staff.

**The following slide must be shown by staff at the start of every live streamed session.**

# Live Lessons using Microsoft Teams - Expectations

## Sound



Just like in the classroom, it is rude to talk at the same time as the teacher.



When your lesson begins, please ensure that your microphone starts muted to avoid feedback/ echo.



Then keep your microphone on mute unless the teacher asks you to turn it on to answer a question.



If you are given permission to speak, turn on your microphone to speak, but don't forget to turn it off when you have finished.

## Video



Start the lesson with your camera turned off.



Please don't be silly with it. You are in a lesson, so behave nicely!



If you do not want to be seen, that's fine. Keep it turned off.



Dress appropriately – you don't have to wear school uniform but please be presentable.

## Chat



You can use the chat feature to make relevant comments or ask questions ONLY.



Emojis are OK but please limit them! Don't post anything not relevant or your teacher won't see the comments and questions.



Please use language in the chat that your teacher would understand – not teenage 'chat'!



The teacher will try and have a look at your comments and answer any questions you have.

For safeguarding purposes, we would ask that all live streamed sessions take place in a downstairs/living area and not in students' bedrooms. It is also important that students are dressed appropriately. No other family members should join the live streamed sessions. We would also ask families to be mindful of what is on display in the background. Microsoft Teams allows the background to be blurred or changed to maintain privacy.

Students will have limited access to the functions in Teams. They will be able to join a live streamed session, but not set up them up. They can join whole class chat but not privately message one another. On entry to a live streamed session students will wait in the lobby until the teacher starts the session. All live streamed sessions will be recorded within Microsoft Teams and be available within the 'chat' window for all participants for a period of time after the lesson. Staff may choose to download the recording. If a teacher feels the guidelines are being breached, they will close the live streamed session immediately and refer the incident to a senior member of staff.

**Mark Williams**  
Headteacher