Queen Elizabeth's Grammar, Alford
A Selective Academy

Remote Learning Policy

1. Background

The provision of online learning is covered by statutory guidance. This came into force in late October and has been updated in January. The guidance requires that we:

- set meaningful and ambitious work each day in an appropriate range of subjects;

- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
    - Key Stages 3 and 4: 5 hours a day;

- have systems for checking whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern;

- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
    - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources;
    - providing opportunities for interactivity, including questioning, eliciting and reflective discussion;
    - providing scaffolded practice and opportunities to apply new knowledge;
    - enabling pupils to receive timely feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate;
    - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge;
    - avoiding an over-reliance on long-term projects or internet research activities.

The points listed above will be addressed individually in **Appendix A.**

This policy details how our remote offer meets each of these expectations and will clarify for teaching staff their duties therein.

This policy was written in response to the announcement of a national lockdown in January 2021.

We have used feedback received from parents, students and staff to inform the policy and have developed it with consideration of the DfE School workload reduction toolkit.

This policy is to ensure the ongoing education of Queen Elizabeth's Grammar School pupils under unusual circumstances. This policy will future-proof against closures that could happen at any time: due to school closure from illness epidemic, extreme weather, power-loss, etc.

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2. Preparing for Remote Learning

We would expect that many of the steps below should already be in place with most staff within Queen Elizabeth's Grammar School. We would expect that there will be future benefits to putting these plans into place.

Queen Elizabeth's Grammar School will be proactive in ensuring that:

- Staff have access to Microsoft Teams for Classes, and that these are set up.
- Pupils within classes have access to the relevant Microsoft Team
- Staff are familiar with the main functions of Microsoft Teams
- Staff have the ability to host a Teams Meeting (video and/or audio) with their classes either from their classrooms or from home.
- Students have access to SAM learning.
- Staff have access to Sam learning.
- If staff are not able to work from home, then key worker status allows staff to work in school.
- Parents and pupils are made aware in advance of the arrangements in place for the continuity of education

Queen Elizabeth's Grammar School should ensure that staff are supported in the development of the above framework by:

- Using staff meetings or setting aside professional development time.
- Ensuring that staff have access to a suitable device in their classroom or, in the event of closure, that staff have a suitable device at home and if not, supply them with a device during the closure period or provide access to resources within school.

Staff should ensure that they:

- Have received appropriate training in MS Teams and SAM learning.
- That their computer- based teaching resources are available outside of school.
- That they have access to key resources not available online at home e.g. key textbooks.
- That they have access to a suitable device for home use and if this is not the case then staff should alert a senior member of staff to the situation.

3. Continuity of Education in Event of a Closure

Queen Elizabeth's Grammar School will make provision for remote contact with pupils on a daily basis in two forms:

- Pupils will have access to work that allows them to continue to progress while at home that is set on the intranet home learning platform.
- The education offer is enhanced by pupils having the opportunity for face-to-face interaction with teachers through MS Teams and SAM learning.

In as far as is possible Queen Elizabeth's Grammar School should attempt to replicate the timetable that pupils follow through the course of a normal school day. This will be through a combination of work set and live lessons. Teachers will need to make themselves available for teaching during their normal working hours and should communicate with a senior member of staff if this is not possible.

We are mindful of the challenges of operating in an unfamiliar environment in that:

- Online learning operates on a very different dynamic
- Some subjects and activities do not lend themselves well to remote learning

4.   Remote Learning Practice and Recommendations

- The intranet will be the single hub for all Remote Learning interactions.
- Teams Meetings allow teachers to host video and audio calls and automatically invite members of their classes.
- Teachers may decide to record the Meeting for easy access by students at a future date and time. This is however not an expectation.
- We recommend that pupils wear headsets or headphones during calls to improve their listening experience and also engagement with remote learning sessions.
- Screen sharing will allow teachers to broadcast their screens and open documents during the Meeting calls for discussion and sharing with the class.
- We are mindful that if remote working/learning is happening nationally then there may be bandwidth restrictions across the UK internet backbone. In this event, dropping the Teams Meetings down to just audio might be necessary
- Classwork and prep that can be handed in online will be set through the school intranet and MS teams. Feedback will be given online where appropriate.

- Pastoral team to contact when students are not completing work for multiple subjects.

5.   Summary

The primary purpose of this policy is the continuity of education for pupils at Queen Elizabeth's Grammar School.

Using existing school systems (Microsoft Office, the school intranet and specifically, Microsoft Teams and SAM learning) means this provision can be enhanced and put into place quickly and

pupils only need their existing login details of school email and password and intranet login details.

Appendix A

Set meaningful and ambitious work each day in an appropriate range of subjects.
We are continuing to follow our school timetable throughout lockdown. As we have a broad and balanced curriculum timetabled across the week, this will mean that an appropriate range of subjects (for age and stage) is on offer.
Teachers are following their normal department curriculum offer through lockdown – as closely as they can. This will see 'ambitious' work and work which is 'a well-sequenced curriculum so that knowledge and skills are built incrementally'. As this is our normal curriculum offer, we will avoid 'over-reliance on long-term projects or internet research activities'.

Provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum: • Key Stages 3 and 4: 5 hours a day.
At QEGS, we are setting 5 lessons a day for all students in Years 7 - 11 as this is the 'core teaching pupils would receive in school'. We are, of course, including Key Stage 5 in our offer (although this is not mentioned in the government guidance).
This work will be set through QEGS intranet which will be our 'selected digital platform' and will be 'consistently used across the school in order to allow interaction, assessment and feedback'. We will use MS Teams as our secondary digital platform offering half of the number of timetabled lessons per subject per week to enhance our offer. Across each week, all classes will receive a mix of live direct teaching time (MS Teams) and time to complete tasks and assignments independently – as directed in the lesson details on QEGS intranet for each lesson.
Setting work for remote learning is new to most classroom teachers and is a different skill set to delivering lessons in the classroom. Our staff are skilled at planning and delivering lessons which fit within the hour of an in-school lesson and this is the basis initially of the work which is set online. As staff become increasingly aware of the needs of their classes as 'virtual learners', they may begin to adjust their offer to better meet the individual needs of their classes and see that the work set for each lesson is work that reasonably fits within an hour of online learning.
All staff have completed training for MS Teams and have been offered support and training for all platforms through shared documents and training. This should also be supported with examples of best practice shared by Subject Leaders.

Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.
Microsoft teams is our primary system for checking student engagement.

Every student will be tracked by class teachers with their engagement tracked and recorded through the Microsoft team's platform.

Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:

o **providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources.**

Clear explanations are, in the main, delivered through the task outline in the homework section of QEGS intranet or on the high-quality curriculum resources provided by the teacher as attachments.

Explanations are also shared through video and audio from teachers. These might be QEGS staff or might be via another linked platform like Oak National Academy, The Greenshaw Learning Trust, GCSEPod or YouTube. QEGS teachers will view and select videos which are appropriate, and which cover the necessary curriculum points.

Further explanations are given in the MS Teams sessions offered for each subject across the week.

Teachers will offer personalised explanations via MS teams or email when a student messages to ask for support.

The high-quality resources shared will offer 'scaffolded practice and opportunities to apply new knowledge' and these will be further supported and checked through MS Teams sessions. MS Teams sessions will also 'provide opportunities for interactivity, including questioning, eliciting and reflective discussion'.

Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:

o **enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate;**
o **using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.**

Teachers will use the questions set on the intranet, MS Teams sessions and through the SAM learning platform to gauge progress and offer feedback.

All students who submit work will receive feedback regularly. It might be that multiple bits of feedback occur in one week, and none in another. This is because our teachers need to set the Assessed Task when it is appropriate for their subject and the class. A directed schedule would undermine the professional judgement of our teaching staff.

Teachers are not expected to offer individual written feedback to each piece of work submitted, just like they would not mark the work completed in every lesson in school.

The work submitted in lockdown will inform the shared progress grades that will be completed as per the school calendar. Our shared progress grades are informed by individual pieces of work, but never reflect one piece of work alone. We are aware of the differing access our students will have throughout this time and know that we will look to complete more formal assessments once students are settled back into a classroom routine later in the year.