

Telford Park Remote Learning Plan



Senior Leader responsible for the planning and delivery of remote learning: Mr P Goodwin (Deputy Headteacher)

Introduction

To ensure that learning is continued, irrespective of lockdown and self-isolation, The Telford Park school has developed the following remote learning plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require a device loan or hard copies of work and resources.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a symptoms or a positive test within the household;
2. A group of children or whole bubble are self-isolating because of a case of coronavirus in the bubble;
3. Directed to close/partially close by the DFE.
4. The teacher is absent.

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

We will develop remote education so that it is integrated into school curriculum planning. When teaching remotely we will teach the same curriculum as we do in school with adaptations such as to the application of knowledge.

At key stage three and four we expect pupils to complete 5 hours of remote learning per day.

It is recognised by leaders that interactive home learning with an effective ongoing dialogue between students and staff is the most effective way to engage students and facilitate progress. We understand that remote learning is best when it includes clear explanation, scaffolding, effective feedback, and parental involvement.

In line with DFE guidance the key principles that underpin our approach to curriculum planning are: Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. The 'remote education' we have already provided has focused on reinforcing invaluable knowledge in line with school priorities (Rosenshine).

Software and online platforms

Teaching staff should set appropriate work in-line with our current curriculum plans. Microsoft Teams and email will be used as a communication tool.

Pupils will remain in contact with their Class teacher through MS Teams (via live lessons).

MS Teams will support school priorities in offering true online learning with the opportunity for the pupils to be taught and to communicate with their teacher in live lessons and through a live portal.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents and carers should understand that engagement in home learning is compulsory, as is the expectation that makes that provision available and accessible to all. However, if pupils themselves are too ill to attend then they should not be expected to engage in home learning.

In preparation for home-learning, parents and children need to receive logins and passwords for Microsoft Teams. If parents and carers require support with any aspect of online learning they should contact: park.homelearning@taw.org.uk

In order to support pupils' use of remote learning there is the expectation that when the school is fully operational that opportunities are taken to develop pupils use of remote learning as a standard way of working. This is best achieved by using remote learning activities as part of the planned curriculum sequence within a subject by adopting approaches such as 'flipped learning' or 'blended learning'.

Helpful user guides and support guides for parents and carers can be found on The Telford Park School website - [home learning page](#).

Remote Learning

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>Teachers post their lesson materials in their class teams in Microsoft teams each day for pupils to access.</p> <p>As pupils and staff become more confident with Microsoft Teams, discussions are being held with subject leaders around the next steps for providing quality paper resources for pupils required to work at home who have difficulty accessing computer based resources. These will be implemented for Spr 2.</p> <p>School admin teams have been provided with a script/help sheet to direct families as to how to access remote learning.</p> <p>If teaching input is required, the teacher can either direct the pupil to a relevant Oak National taught session or they could use MS Teams to teach directly to the isolated child at the same time as teaching to the rest of the class. Only the Class teacher and teacher zone area will be viewable on screen. We are currently trialling this with core at the moment with pupils in year 11 and this has been a success so far. After Christmas we will look to expand this coverage to other subjects and to year 10 pupils who are required to self isolate.</p> <p>Teachers should routinely add their lesson resources and support material through Microsoft Teams.</p>	<p>School Procedure for dealing with a pupil with symptoms is followed.</p> <p>If child is entitled to benefit-related FSM ensure they are in receipt of this.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).</p> <p>If a child does not engage in the work set, the interim Head of Year/student support officer will be informed and will intervene appropriately.</p>

A group of children or whole bubble are self-isolating because of a case of coronavirus in the bubble	
Ongoing Support	Safeguarding/SEND
<p>Parents/carers and pupils will be contacted and directed to how to log on to Microsoft Teams and access live lessons. Pupils will follow their normal timetable and access each of their lessons with the teacher delivering in school via Microsoft Teams.</p> <p>As pupils and staff become more confident with Microsoft Teams, discussions are being held with subject leaders around the next steps for providing quality paper resources for pupils required to work at home who have difficulty accessing computer based resources. These will be implemented for Spr 1. We are looking to phase out the use of the shared resources area by Spr2.</p> <p>Opportunities for pupils to access remote lessons for core subjects were made available throughout Aut 2 using MS Teams. Teachers in each of the core subjects have had opportunities to deliver live lessons to students who were required to self isolate. These teachers have delivered CPD on live lessons to colleagues in other departments with further sessions planned.</p> <p>Non core subjects are now able to deliver their own live lessons where appropriate to their own groups. On occasions, depending on the circumstances of the teacher and cover implications, it may be appropriate to deliver “live” lessons or as an alternative, pre recorded explanations or modelling of answers.</p> <p>Time will also be scheduled for the children to engage in an assembly delivered in line with the school assembly programme. This will encourage pupils to engage in their work, celebrate successes and promote a feeling of belonging.</p> <p>Completed work should be photographed and/or uploaded to MS TEAMS. Teachers can then review the work completed and ensure that the following day’s lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using either Teams or Bromcom, depending on the teacher’s preference.</p>	<p>School procedure for dealing with a positive case is followed and public health advice is sought and followed.</p> <p>If child is entitled to benefit-related FSM ensure they are in receipt of this.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).</p> <p>If a child does not engage in the work set, the interim Head of Year/student support officer is to call the parents/carers to discuss obstacles and support.</p> <p>If a child is joining an online lesson they should follow school procedures as described in the online learning policy.</p> <ul style="list-style-type: none"> - They should have a quiet place to join the lesson with an adult nearby - They should join with their camera off and their microphone on mute unless asked to unmute by the teacher - They should act as they would be expected to act in any other lesson taught in school and may be removed from the live lesson if consequences escalate. <p>Where children would normally receive additional support from SEND agencies, the SENCO will make arrangements for those to continue via Teams as long as the agencies engage.</p> <p>The SENCO/Assistant SENCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.</p>

Directed to close/partially close by the DFE	
Ongoing Support	Safeguarding/SEND
<p>Parents/carers and pupils will be contacted and directed to how to log on to Microsoft Teams and access live lessons. Pupils will follow their normal timetable and access each of their lessons with the teacher delivering in school via Microsoft Teams</p> <p>Throughout Aut 2, Departments should move towards teachers posting their lesson materials in their class teams in Microsoft teams.</p> <p>As pupils and staff become more confident with Microsoft Teams, discussions are being held with subject leaders around the next steps for providing quality paper resources for pupils required to work at home who have difficulty accessing computer based resources. These will be implemented for Spr 1. We are looking to phase out the use of the shared resources area by Spr2.</p> <p>Opportunities for pupils to access remote lessons for core subjects were made available throughout Aut 2 using MS Teams. Teachers in each of the core subjects have had opportunities to deliver live lessons to students who were required to self isolate. These teachers have delivered CPD on live lessons to colleagues in other departments with further sessions planned.</p> <p>Non core subjects are now able to deliver their own live lessons where appropriate to their own groups. On occasions, depending on the circumstances of the teacher and cover implications, it may be appropriate to deliver “live” lessons or as an alternative, pre recorded explanations or modelling of answers.</p> <p>Time will also be scheduled for the children to engage in an assembly delivered in line with the school assembly programme. This will encourage pupils to engage in their work, celebrate successes and promote a feeling of belonging.</p> <p>Completed work should be photographed and/or uploaded to MS TEAMS. Teachers can then review the work completed and ensure that the following day’s lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using either Teams or Bromcom, depending on the teacher’s preference.</p>	<p>School procedure for dealing with a positive case is followed and public health advice is sought and followed.</p> <p>If child is entitled to benefit-related FSM ensure they are in receipt of this.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).</p> <p>If a child does not engage in the work set, the interim Head of Year/student support officer is to call the parents/carers to discuss obstacles and support.</p> <p>If a child is joining an online lesson they should follow school procedures as described in the online learning policy.</p> <ul style="list-style-type: none"> - They should have a quiet place to join the lesson with an adult nearby - They should join with their camera off and their microphone on mute unless asked to unmute by the teacher - They should act as they would be expected to act in any other lesson taught in school and may be removed from the live lesson if consequences escalate. <p>Where children would normally receive additional support from SEND agencies, the SENCO will make arrangements for those to continue via Teams as long as the agencies engage.</p> <p>The SENCO/Assistant SENCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.</p>

The teacher is absent	
Ongoing Support	Safeguarding/SEND
<p>Teacher is unwell either due to a positive test or any other illness</p> <ul style="list-style-type: none"> - Teacher should rest at home and cover should be provided and set as per the normal absence routine. <p>Teacher is self-isolating but is otherwise fit and healthy and home circumstances allow</p> <ul style="list-style-type: none"> - Delivery of online lessons should be prioritised to GCSE groups in the first instance, however if the teachers home circumstances allow, they may request to deliver more of their timetable. - Where the home circumstances do not allow e.g. due to childcare issues, poor quality WIFI connection cover should be set in the usual way. - If the teacher has the necessary requirements for delivery of online lessons via Microsoft teams, they should aim to teach their lesson or part of their lesson from home. - A cover teacher will be required to supervise the group, manage behaviour, and distribute materials - A member of the IT support team or other suitably trained member of staff should set up the laptop so that the camera is facing the pupils and the laptop screen is mirrored on to the classroom display. - The teacher should email park.admin@taw.org.uk for any photocopying requirements before the lesson is due to be taught. - If a pupil also happens to be self-isolating at home, they should check their calendar regularly as there would be an opportunity for them to join the live lesson as the resources should be posted on there anyway. 	<ul style="list-style-type: none"> - The LINK should support SEND students as they would normally including withdrawing vulnerable pupils from lessons to work in the link or elsewhere if required. In this situation a TA could join the lesson being delivered with the pupil in a smaller environment. - TAs should be added to relevant sets by teachers of the groups they support. - The teacher should use a plain background or use one of the MS TEAMS virtual backgrounds and be set up in a quiet, private environment.