Remote Learning Policy

There are a number of scenarios which may necessitate a move to remote learning. Broadly these fall under the following categories:

- Individual students asked to self isolate;
- A group of students from a bubble being required to self isolate;
- An entire year group bubble being required to self isolate;
- A whole school closure.

At St. Anthony's, we are committed to ensuring the continuity of educational provision for all of these scenarios, although clearly the nature of the remote experience will vary depending on the scenario which we find ourselves in.

The following broad protocols are in place for each of the scenarios:

Scenario 1: Individual students self isolating

In this scenario, parents and carers have been asked to inform the St Anthony's Covid 19 inbox in order to support with email prioritization. As soon as this email is received, the school secretary will send a whole-staff email notifying of student absence. Work will then be posted on TEAMs by individual subject teachers. Students will follow their daily timetable utilising the resources provided by subject teachers. This process will continue until notification is received of a return to school. Students will receive pastoral calls from a member of staff at the school.

Scenario 2: A group of students from a bubble being required to self isolate

If we are asked to send home a number of students from the same bubble, work will be posted on TEAMs by individual subject teachers. Students will follow their daily timetable utilising the resources provided by subject teachers. This process will continue until notification is received of a return to school. Students will receive pastoral calls from a member of staff at the school.

Scenario 3: An entire year group bubble being required to self isolate

Should a whole year group be instructed to self-isolate then a switch to full remote learning will be actioned for this specific year group and parents informed. Teachers will deliver live lessons following the timetable which they would ordinarily be following during the course of the normal school day. Staff will deliver these lessons from school whilst students remain at home.

Scenario 4: A whole school closure

Should the school be instructed to self-isolate then a switch to full remote learning will be actioned for this specific year group and parents informed. Teachers will deliver live lessons following the 'remote timetable' which marks a departure from the normal school timetable. Additional break times have been factored in to support with well-being.

 Staff will deliver these lessons from home, using their surface pros.

Clearly, Scenarios 3 and 4 whereby a return to full remote teaching and live lessons would mark the most significant departure from normal ways of working.

The principles adopted in these scenarios would follow those adopted during the lockdown of Spring/Summer of 2020. These principles and accompanying information are detailed below.

Full staff training and refresher sessions are provided as part of our continuous professional development program. Equally, new staff to the school will be fully inducted as to how to proceed should remote teaching resume.

Where remote teaching is necessitated, staff will be updated re: safeguarding protocols for working from home and teaching remotely and given a copy of the updated safeguarding policy;

REMOTE LEARNING HANDBOOK

In the event of an unexpected school-wide closure, *St Anthony's School for Boys* will utilise the Microsoft Teams and Zoom platforms, in order to ensure the continuity of learning and pastoral wellbeing.

Overarching principles:

- The pastoral wellbeing of our students will remain paramount in all that we do;
- Learning will continue to stretch and challenge students;
- Lessons will be delivered in a 'live format' (definition of this below), whilst maintaining an understanding of the different pressures being faced by students and their families, both technical and emotional;
- Communication with parents is critical;
- Eliminate, as much as possible, the need for parent/carer intervention, support and explanation as well as clear communication (including technical support);
- The online safety of our students.

Remote Learning timetable:

A remote learning timetable will be implemented in the event of an unexpected school closure. Unlike the lockdown of Spring/Summer 2020 this timetable will follow the **FULL** current school timetable for students in Years 4-8, although additional break sessions have been factored in to support with student wellbeing. ALL lessons will be 'live', meaning that teachers will remain available on both camera and audio throughout the course of every lesson, even if the work is 'independent'.

For students in Reception- Year 3, a FULL 'remote timetable' will be implemented for each of these Year Groups, with 'academic' subjects delivered in the morning sessions and 'creative' subjects in the afternoon.

TEAMS PROTOCOLS (Years 4-8)

Lessons:

- Staff to upload assignments (lessons) by 8am each day; these will be available to students first thing in the morning, although the expectation remains that students follow the remote timetable.

Expectations of assignments (lesson planning)

  o Clarity: Student should understand what they need to do, and how. Live teacher exposition to be a feature of every lesson;
  o Creativity: Staff should embrace the opportunities of 'online learning', utilising the benefits afforded by this (e.g, YouTube clips, research assignments etc);
  o Personal: Teachers must plan and deliver lessons as they would in school, following the schemes of learning already established. Resources such as voiced over PowerPoints, for example, should be used to enable this;
  o Differentiated for the ability range: Private channels should be set up during the course of lessons, where appropriate, to support students with specific learning profiles.

- Staff should be available throughout the course of lessons via both audio and cameras. The expectation is that an audio conference should be held in order to introduce the learning (key concepts/skills/knowledge), expectations for the lesson, and answer students' questions throughout.
- Staff should also be available on the chat bar (dedicated assignment support channel) as well as through audio conferencing throughout the duration of every lesson;
- Where students need further support and/or challenge, dedicated 1:1 private audio conferences will be set up during the lesson itself;
- Where work requires written feedback, this expectation should be made clear during the lesson. Students should use the 'turn it in' function appropriately.

Written feedback expectations: Maths and English once per week. All other subjects, once every two weeks.

NB: Whilst the default expectation is that students follow their timetable in 'real time', flexibility must be maintained in order to account for:

1) Technical issues: Should this happen for either students or staff, learning should not be interrupted;
2) Individual circumstances, for example, Parents preferring their children to be completing learning away from a computer.

In these cases, assignments must always be designed in a fashion which enables the lesson to be followed, even without 'live' teacher input. Planning overly 'teacher led' sessions must therefore be avoided.

Pastoral care:

Registration

- Students to be registered from 8.30am each morning in 'Form Teams' on SIMs. The use of audio and video is expected during this time; sessions to be recorded for safeguarding purposes. Boys who fail to check in at all with their Form Tutor will be recorded as 'Absent' in SIMS and a follow up call will made home by the Admin Team. If a pupil develops a concerning pattern of lateness or absence a member of the pastoral team (Form Tutor or Head of House: Pastoral) will intervene. If a pupil is unable to attend school, it should be reported to the school office, in the usual way via email or telephone call.

- From 8.45, Form Teachers run through the registration notices as would be the case in school. These should prompt stimulating discussion and are predominantly based upon Fundamental British Values alongside materials to enable lively conversation;
- The Senior House Secretary will check all registers at 9am and call home for any student who has not been registered.

Personal contact with Form Tutors

- Students will be given a channel for direct, private 1:1 communication with their Form Tutor;
- In order to facilitate this, each Form Tutor to set up individual TEAMs which can be used to raise pastoral concerns throughout the course of the school day.

Links with home and engagement with lessons

- Every family to be contacted at least once per week by their Form Tutor;

- All calls must be recorded on the 'pastoral log', overseen by the Head of Senior House, Pastoral;

- These calls should maintain a pastoral focus, including discussions regarding engagement with lessons. Engagement with online learning constitutes:

  'Activity' in lessons + 'turning in' work: Subject teachers to record concerns directly onto the pastoral log to support Form Teachers with weekly calls.

- Commendations will continue to be awarded in assembly every Friday. Sanctions - Most sanctions processes are suspended while Virtual St. Anthony's is operating. Tutors will intervene with a tutee when a concerning pattern emerges and, if this is not arrested, will then contact parents.

Intervention sessions:

As would be the case in school, intervention sessions are to be set up for boys with specific Learning Profiles and Special Educational Needs. These take place during the course of the school day and are coordinated by the SENCO and her team. Sessions include Reading intervention and additional Support in Maths and English.

Zoom Protocols (Reception-Year 3)

Expectations of Staff:

- Staff will upload tasks by 16:00 each day, ready for the following day's lessons.

- It is an expectation that, as much as possible, live introductions are given to lessons, following which pupils will most likely be set a focus task to complete. Some children will prefer to complete this task away from the computer, though some will prefer to maintain face to face contact with the teacher for the duration of the lesson. This will allow pupil/teacher

engagement in line, as much as possible, with the classroom setting.

- Staff should embrace the opportunities of 'online learning', utilising the benefits afforded by this (e.g, YouTube clips, research assignments etc)

- Teachers must plan and deliver lessons as they would in school, following the schemes of learning already established. Resources such as voiced over PowerPoints, for example, should be used to enable this

- Private channels should be set up during the course of lessons, where appropriate, to support students with specific learning profiles. (Opportunities for the utilisation of additional staff should be explored to ensure that individual pupil needs are met.)

- Individual support channels should be set up to allow children and parents to communicate regarding assignments, or on a pastoral level, directly with form teachers.
- In terms of submitting assignments, expectations will be implicit, depending on the nature of the task.

- All live sessions should be recorded for safeguarding purposes, with any issues recorded on the appropriate 'Log' in the Staff Share area.

Communication:

With staff:

A whole staff meeting will take place every Monday (JH) and Tuesday (SH) via TEAMS. The purpose of this is to reflect, recap, update, troubleshoot and share best practice.

The first 15 minutes of this meeting will be dedicated to updating staff on any pastoral concerns which may have arisen during the course of the week.

With parents:

Individual meetings with parents will be prioritized based upon:

1) Immediate pastoral concerns

2) Academic queries

Parent meetings are held on either TEAMs or ZOOM. Whole year group parent meetings are also held remotely, such as 'introduction to senior schools' sessions for Year 5 parents.