



## Remote Learning during lockdown

### Information for parents

#### **Ambition**

Our ambition is that all pupils receive an education as close as possible to the one experienced when pupils are physically at school.

#### **Remote education provision - lockdown commencing Tuesday 5th January**

At All Hallows we use a combination of approaches to teach pupils remotely. Students can access their online remote education by logging on to Google Classroom with their school Google account.

Students are expected to log on in the morning for form time registration (8.40) and to be present for all of their lessons. Students will follow their usual in-school timetable. Students who are attending school will be accessing exactly the same work via computers in school whilst being supervised by non-teaching staff.

This is the remote learning lockdown plan by Year group:

<b>Years 7 - 9</b>	<p><u>Remote learning provision</u></p> <p>At least 50% of timetabled lessons will be delivered live* using Google Meet by the class teacher.</p> <p>The other 50% of lessons will have some instructional content with work to complete on Google Classroom. The instructional element could take the form of a pre-recorded video or clearly written instructions for tasks which build on the work done in the live lessons. On occasion, the teacher may present live at the start of the lesson explaining the tasks to be completed.</p> <p>The pre-recorded video could be one from an approved third party website such as Mathswatch or Oak academy or it could be a recording</p>
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	<p>made by the teacher.</p> <p>All students in Year 9 have access to Seneca Learning Premium. Some teachers may use this platform to set some of the 50% online work.</p> <p><i>*see live lesson timetable/refer to the “What is a live lesson?” section.</i></p>
<p><b>Years 10 and 11</b></p> <p>This is the same offer as for Years 7-9, except the proportion of live lessons is greater.</p>	<p><u>Remote learning provision</u></p> <p>At least 75% of timetabled lessons will be delivered live* using Google Meet by the class teacher.</p> <p>The other 25% of lessons will have some instructional content with work to complete on Google Classroom. The instructional element could take the form of a pre-recorded video or clearly written instructions for tasks which build on the work done in the live lessons. On occasion, the teacher may present live at the start of the lesson explaining the tasks to be completed.</p> <p>The pre-recorded video could be one from an approved third party website such as Mathswatch or Oak academy or it could be a recording made by the teacher.</p> <p>All students in Years 10 and 11 have access to Seneca Learning Premium. Some teachers may use this platform to set some of the 25% online work.</p> <p><i>*see live lesson timetable/refer to the “What is a live lesson?” section.</i></p>

This remote learning provision meets the government requirement to provide at least 5 hours of remote education per day for all students in Key Stages 3 and 4. We expect our students in all year groups to be working for at least 5 hours per day, following their normal school timetable.

We have outlined our expectations for students with their parents’/carers’ support in our protocols document.



## Curriculum

Teachers have carefully planned the sequence and development of lessons in line with our normal school curriculum. Pupils will therefore be studying new topics, covering new knowledge and developing skills and understanding.

## Assessment

Students' work will be marked in line with current school policy. Formal assignments and assessments will be deep marked with feedback designed to improve the quality of the work. Non formal assignments will, at the least, be acknowledged. Students can expect to receive some feedback on their work every week.

## Supporting remote attendance and interaction

We are passionate that every child accesses the education that we are providing during lockdown. We will therefore monitor pupil engagement and take steps to address any non-engagement.

Registers are taken for all live lessons. Parents/carers will be informed almost daily if students are not attending live lessons. We appreciate that as parents/carers you cannot always be watching over your child's shoulder, but we will need your support to keep them attending.

Work completion will also be monitored by individual teachers via the tracking of work submitted through Google Classroom. Parents/carers will be informed if there are any issues.

Finally, every effort will be made to resolve any issues or barriers to learning, for example by loaning devices and dongles or resolving any log-in issues. Resolution of these issues may include one to one guidance over the phone. If we are unable to engage a child in their online learning, we may invite/require the pupil to attend school physically.

## Additional Support for students with particular needs

We have issued or lent out a huge number of devices to students in the following order of need:

- All pupil premium students
- All students identified as vulnerable or who have a social worker
- Year 11 students who have no access to a device
- Any other student with no access to a device
- Any student sharing a device

If your child does not have access to a device, please contact the school to let us know.



Where there are internet issues, we will loan out dongles, give out SIM cards and/or signpost parents to free or extended internet access offered by providers. Where there are still issues with access (or engagement), students may be invited/required to attend school.

## What is a live lesson?

Lessons are conducted online using Google Meet on the Google platform. Students access the lesson through links placed on their Google Classroom banners.

It is important to note that a live lesson at All Hallows does not consist of the teacher speaking for 50 minutes! The 50 minutes will involve some listening and some completion of tasks. Many aspects of effective teaching and learning are exactly the same in an online lesson as in the classroom.

A typical live lesson may begin with the teacher explaining a topic or concept and then directing a discussion. Teachers will set tasks for the students to complete during the lesson. The teacher's screen can be shared with the students during a lesson affording the opportunity for students to see explanations, examples or the live modelling of skills.

While the students are completing tasks, the teacher is still present to answer any questions that may arise. Live feedback can be given, for example, if students are completing their work as a Google assignment. Teachers can see, and comment on, work being completed live. This is an important function of the assessment/feedback/improvement cycle.

At the teacher's direction, students can take part in class discussion via the unmute button or chat function. Answers to questions can be placed in the chat feed, informing the teacher of how well the students are learning the new concepts. This gives the teacher the information needed to proceed with the lesson or revisit misconceptions or ideas the students are struggling with.

Live lessons have proved popular with the students and are an effective way to maintain engagement, interest and motivation. They are also a vehicle for ensuring that students continue to feel part of the All Hallows Family.

## Why are we delivering live lessons?

With live lessons, the teacher is able to:

- Make explanations clear and concise.
- Lead discussions in order to explore and develop concepts.
- Assess learning on the spot, adjusting the direction of lessons as appropriate to ensure good outcomes.
- Monitor progress of individual students as well as the whole class.
- Maintain positive working relationships with the students.



The students are able to:

- Maintain meaningful links with the school and their teachers.
- Feel that the work they do is of value.
- Ask questions in lessons when they are stuck or to ensure they are on track.
- Have a daily sense of achievement.
- Connect with their peers in a safe environment.
- Achieve good progress over time.
- Maintain structures and routines.

## Wellbeing

It is our ambition that the students learn well and work hard, but we are also conscious of the importance of student wellbeing, especially during the national lockdown. We have endeavoured to strike a good balance. There are many benefits to the “mainly live” lesson approach we have devised:

- Engagement - it is beneficial for students to interact with their teachers and to a certain extent, with their peers, in live lessons. It is important for them to feel part of a learning community and helps to reduce the negative impact of isolation.
- Most work will be completed within lesson time, reducing student anxiety and ensuring enough downtime from their work.
- The full timetable the students follow ensures a structure and routine which is beneficial to wellbeing.
- Safeguarding - it is much easier for the school to offer care and support and to monitor progress.
- Live lessons and form time help to strengthen the ties of the All Hallows Family
- Importantly, the children themselves have told us they prefer this “mainly live” approach to their learning

We have asked teachers not to set additional homework tasks during this lockdown period. If students engage well with their live lessons, attending and completing all of their work, they will make good progress with their learning. With an eye on their wellbeing, we have decided that students should have their evenings and weekends free to pursue their own interests and spend time with their household members.