RHHS Remote Learning Plan

This year, due to the ongoing impact from the Coronavirus pandemic it is possible that there will be further disruption to face-to-face learning, either due to self-isolation guidelines or Government advice in response to a local outbreak that may bring about a full or partial lockdown. This includes any national restrictions that are in place.

This information is intended to provide clarity and transparency to student and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

Below is an outline of the remote learning arrangements for the three most common scenarios:

1 What happens when the school is fully open and a student needs to self-isolate?

When a student is displaying the symptoms of COVID-19, they are required to self-isolate until a negative test is received. If a member of the household has tested positive for COVID-19, all members of the household need to self-isolate.

During self-isolation, work will be set for students via satchel:one (Show My Homework). This will match or align very closely with what students are studying in school to facilitate a smooth transition when students return.

The tasks will include the following information:
- An assignment set as 'Classwork' or a 'Flexible Task' with the title which identifies the lesson it refers to in the scheme of learning and that it is CLASSWORK
- A list of the key activities to be completed in the lesson
- Any handouts or resources linked or attached to the task (including teacher presentations if appropriate for those who are remote learning)
- If available, a link to a remote learning resource for this topic such as those provided by The Oak National Academy: https://www.thenational.academy/

Please note that students who are not self-isolating only need to complete assignments with the type 'Homework'.

If students become unwell, there is no obligation to complete the set work.

2 What happens when a teacher is self-isolating?

When a teacher is not able to be in school due to the need to self-isolate rather than illness, they will be working from home. Lessons in school will be supervised by a cover supervisor or supply teacher. Work will be set for students using satchel:one for students to complete under supervision. This may include pre-recorded instructions or an introduction from the teacher. Where possible, teachers will be available for 'live chat' with students during the lesson to answer questions from students.

3 What happens when a year group(s) are asked to stay at home?

This situation will occur if the area is subject to a local or national lockdown where the school may be asked to operate on a rota basis or if a year group(s) are asked to stay at home following Public Health England advice. In this scenario we will aim to commence 'live learning' as soon a feasibly possible.

This will mean that all lessons will include some aspect of 'virtual' teacher contact.

These lessons will be provided at their normal time within the school day as staff will still be teaching other students (particularly in the case of a partial closure) following the school timetable.

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We will teach the same curriculum remotely as we do in school, although curriculum planning may be adapted slightly to teach topics that are more suited to remote learning. E.g. Topic areas in Science subjects where there are large amounts of laboratory work to complete that is needed to support understanding.

The information below explains the approaches to live learning that will be followed.

Remote Learning Plan | Approaches and Evidence

The School's Remote Learning Plan and supporting strategies are supported by evidence informed research and good practice identified from other schools across the country.

Research on Remote Learning focuses on developing a structured and 'blended approach' rather than simply replicating classroom time and activities with online lesson time.

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf

The research says:
Students will make progress if teachers ensure elements of effective teaching are present whilst using online tools.

These include offering:
1. Clear explanations and step-by-step guidance
2. Scaffolding and modelling
3. Providing meaningful feedback (including peer and group feedback)
4. Building on prior learning through consolidation and retrieval practice

Remote Learning Plan | Accessing Online Remote Learning

We will provide interactive 'live learning' for students during students normal timetabled session in school alongside and independent learning or pre-recorded instruction set by staff. Live Learning will largely take place through the use of **Microsoft Teams** which is set up for use by staff and students.

Possible approaches to types of 'live learning' that teachers will offer:
- Question and Answer session (20mins/1hour)
- Ask the teacher session
- Short introduction to topic or task with teacher followed by independent work
- Independent activity then teacher interaction
- Clinic to address misconceptions – may be drop in / optional
- Follow up session after working independently
- Online Demonstrations
- General catch up to touch base
- Teach a threshold concept/new topic – 10/20/30 mins
- Whole one-hour session
- Pre-recorded Power point with live follow up
- Time-lapse demonstration and Q&A
- Quizzes and retrieval practice questions

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Students should try to engage with live learning as much as possible, but we recognise that due to a wide range of circumstances this may not be possible. To assist with this, staff may record the session where appropriate or provide other online resources through Satchel:ONE and make it available for students follow later.

Other examples of remote teaching approaches that may be used in conjunction with live teaching:
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- textbooks and reading books pupils have at home
- GCSEPod, Clickview and other subject specific website that support the teaching of specific subjects

Student Engagement | Protocols for 'Live Learning' Sessions

This section of the plan sets out student expectations for live learning. Parents and carers are encouraged to support students to engage in lessons and remote learning by ensuring that they are able to continue with their routine, remain focussed and be ready for their return to school.

Registration/ Assembly	8:40-9:00
Lesson 1	9:00-9:55
Lesson 2	10:05-11:00
Break	11:00-11:30
Lesson 3	11:30-12:25
Lunch	12:25-1:25
Lesson 4	1:25-2:20
Lesson 5	2:30-3:25

All students are expected to attend their normal timetables lessons, that will be delivered via Microsoft Teams. Attendance in lessons will be recorded on our school database (Cloud School), and this is monitored by pastoral staff. Parents are encouraged to contact the school where there are barriers identified for a child accessing their virtual lessons. This could be a technological, logistical, or behavioural barrier. The school will work with parents to overcome these issues. This may include loaning equipment or an offer of a place in school.

Routine and structure help to keep a positive mindset and aid good mental health. Above are the timings of the school day. They have incorporated slightly longer breaks and changeover times to encourage rest breaks away from the screen for stretching and refreshment.

Please read through the student protocols and discuss these expectations with your child to enable them to engage fully with their lessons in an appropriate and safe way.

- Lesson activities, links and resources will be set through Satchel:one (Show My Homework) for each lesson on your timetable.
- Where live and interactive sessions are planned, we will use Microsoft Teams which is available from the student dashboard (top-left corner of the screen) or this direct link to Microsoft Teams. (log on using your school details)
- There is a 'calendar' link in Teams which also allows your child to see any scheduled 'meetings'
- Sessions delivered on Teams may be recorded and available from each class team (these will be given the name which identifies the teaching group on your child's timetable).
- A smartphone or tablet can be used to access Microsoft Teams, you can download the app here.
- A Student User guide can be downloaded from Microsoft.
- Teaching staff will use Cloud School to record non-submission of work and when students do not engage with the learning.

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There are a series of student expectations that you must adhere to when participating in a 'Live Learning' session.

When a teacher invites a student to a Microsoft Team meeting, they will need to:
- Follow the instructions set by the member of staff
- **Make sure their webcam is switched ON.**
- Make sure they are muted when they are not talking. They may be asked to remain muted or only use the voice functions
- They should be in a 'public' room of the house i.e. Living room/ kitchen wherever possible or use a virtual/blurred background
- Make sure they are appropriately dressed
- Do not amend any settings unless asked to do so by the teacher
- Do not take photos, screenshots or make recordings of the session
- Be themselves, act appropriately and respect others
- Ask questions using the 'raise hand' and chat function

Students must ask their teachers for help if they don't understand what they are being asked to do or contact their Head of Year if they are worried about anything else.

Safeguarding Concerns

If you have any safeguarding concerns, please email the **Designated Safeguarding Lead** (DSL), Mr Barnard AB@ribstonhall.gloucs.sch.uk. If you are unsure whether your concern would be considered a safeguarding issue or not, please email the Head of Year, teacher, or Wellbeing staff to tell us your concern.

Alternatively, you can email rhhs@ribstonhall.gloucs.sch.uk so we can ensure you receive the support you need.

Key questions regarding remote learning

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some students may not have suitable online access at home. We have surveyed all parents regarding access to technology, so we are aware of who does not have digital or online access at home. The School will aim to ensure support in the following ways:

- For those students who do not have access to technology, so are unable to access remote education, we are able to lend laptops to students.
- For those students that do not have access to an internet connection, we may be able to issue or lend devices to enable an internet connection or provide access to a government scheme to remove the data cap on a mobile device plan.

More information on getting help with technology for parents is available here: Get help with technology - GOV.UK (education.gov.uk)

If parents need to contact the school to request support or require further details, please email head@ribstonhall.gloucs.sch.uk

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How will you assess my child's work and progress?

Assessment and feedback are key to targeting support. We have suspended our whole-school assessment and reporting programme to focus reporting to parents on our recovery strategy. This will include two key 'assessment' points:

Recovery Assessment 1: Monday 21st September 2020 – Friday 2nd October 2020

These assessments will be marked using existing mark schemes / criteria within the subject, take place in the classroom and will be presented as 'low-stakes' diagnostic checks.

The feedback from these assessments was shared with parents in the form of 'areas of focus' for students. They were identified knowledge and learning skills which should be focused on following the first lockdown.

Recovery Assessment 2:
- Years 7-10 & 12   Monday 4th January 2021 – Friday 15th January 2021
- Years 11 & 13   Monday 1st February 2021 – 5th February 2021

As part of this recovery assessment, all students will receive:
- Ribston Cognitive Qualities (RCQ): Criteria-based framework for reporting progress

Year 10-13 will also receive:
- Target Grade: Aspirational GCSE or A Level target grade
- Professional Predicted Grade (PPG): A prediction (using available data) of how a student is most likely to perform at the end of the course

Click here for more information on the recovery assessments via our parents' guide

Student Engagement | How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Attendance support
- The school's five stage attendance protocols will be shared with students and parents in September. Where support is needed to enable families to improve attendance, admissions meetings will be convened, and support plans will be implemented. Regular pastoral meetings in the first term will focus on attendance and supporting those students most in need.
- Attendance is monitored daily. Each day, an attendance spreadsheet is sent to the Head of Year (HoY) and the Key Stage Pastoral Leads by the Attendance Team. The attendance team will then call or message home for those with absences that the HoY or Attendance Team have not been previously been made aware of.
- For those students not attending regularly, the HoY or the Key Stage Pastoral Leads will contact home to discuss any issues and put a plan in place to ensure attendance where possible.

Academic Intervention Programmes

Following the recovery assessment, Curriculum Teams will work in conjunction with the Pastoral Team to analyse the data and identify those who may require more focused intervention at a one-to-one or small group level. This data will also be reviewed by the Curriculum Team who will plan which issues may be tackled through in-class intervention and what wider curriculum area intervention may look like.

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In-Class Intervention
As part of our additional INSET day in September, Curriculum Teams worked to identify key aspects of the curriculum which may have been affected by the school closure and make changes to the Schemes of Learning as appropriate. The following in-class strategies may be used to enable and assist **all** students in narrowing gaps in knowledge or consolidating prior learning:

- Differentiated tasks and/or resources
- Variety of learning activities
- Activities to promote retention, e.g.: retrieval practice, knowledge organisers, interleaving, knowledge tests
- Regular folder/book checks to ensure work and notes are completed and of an appropriate standard
- Targeted support from teacher during independent working
- Targeted questioning to check understanding, identify misconceptions, and stretch and challenge
- Peer support & Group work
- Modelling – processes, concepts and answers
- Writing frames and essay plans
- Assessment for learning strategies
- Support with revision strategies (taught and modelled)

Curriculum Area Intervention
Where students have been identified as potentially benefitting from additional curriculum area intervention, the following out of lesson programmes may be used to support students:

- Differentiated/targeted homework activities
- Lesson, revision and support resources made available for student access online
- Meeting between student and class teacher to facilitate discussion and target setting/review
- Meeting between student, class teacher and Curriculum Lead to facilitate discussion and target setting/review
- Contact with parents
- Lunchtime revision/support sessions
- After school revision/support sessions
- Mentoring from class teacher, Subject Area colleague, or older student, such as Subject Captain
- Student involvement in subject related extra-curricular activity/club

One-to-One and Small group tuition
In cases where a need for more focused intervention has been identified, it may be possible to provide some form of tutoring or small group tuition. This will be provided through the National Tutoring Programme[1] which was announced by the Government. Parents will be contacted where their child has been identified to be offered a block of tutoring. These are limited to one block in one subject per student.

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[1]https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/#nav-national-tuition-fund-ntf

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Pastoral Intervention and support

Every one of our students and staff will have been affected, in a variety of different ways, by the events of the pandemic. In their think piece "A Recovery Curriculum: Loss and Life for our children and schools post pandemic", Carpenter and Carpenter (2020) identified 5 losses that are likely to be experienced: "of routine, structure, friendship, opportunity and freedom" and that these "can trigger the emergence emotionally of anxiety, trauma and bereavement in any child".

During this recovery period, supporting students pastorally, and meeting their needs to ensure that they can succeed in school will be imperative. Many students will find the idea of being behind or having to recover an enormous challenge, and ensuring that high quality, individually tailored pastoral care will be a vital part of the process of recovery. Many young people will react in different ways and our approach at Ribston will follow a three-stage approach:
- Identification
- Targeted intervention
- Individual support plans

Identification
Pastoral time in September (both PSHE lessons and tutor time) focused on developing the work undertaken during wellbeing sessions and PSHE lessons during July 2020, ensuring that students feel ready to learn and engage with the curriculum. Pastoral staff will identify those at risk through monitoring attendance, behaviour and safeguarding reports within school, as well as regular reviews with both tutor teams and pastoral leads. This, alongside the recovery assessment will identify need that can be addressed through targeted intervention with specific groups, or individual support plans. Regular pastoral team meetings in the Autumn Term will focus on identification and trends.

Targeted intervention
Intervention will be needed for whole year groups, small groups and individuals. Tailored support will be designed to support groups that have been identified and will use staff in school and support available from external agencies. This will be coordinated by the student's Head of Year.

These agencies include; GHLL, GSCP, School Nurse Service, TIC+, CAMHS, Winston's Wish and bereavement services, Early Help services, Community social workers, Mental Health support available in Gloucestershire.

Although the work of these agencies will be invaluable to our students, most support will be provided by the school through:
- **Tutors** - monitored by the respective Head of Year
- **Heads of Year** - monitored through meetings with SLT
- **Wellbeing Staff** - monitored through regular meetings with SLT
- **Inclusion Coordinator** - monitored through regular meetings with SLT

Individual Support Plans
Where there is a greater need, or students are already known to have existing mental health issues specific plans will be required. These may well be in conjunction with external agencies and will take the form of a MyPlan document. This document will be led by a member of the pastoral team and will be reviewed on a six-weekly basis. Specific targets will be set and monitored.

As part of any individual support plan, a provision to work with the school counsellor may be part of the offer.

Bereavement
Two members of staff in have completed Winston's Wish's free online training course to help understand how to support grieving children and young people in school. All staff will also take have some training about where to signpost students in school, and how to speak to students who may need support.

Resources from Cruse Bereavement Care: https://www.cruse.org.uk/get-help/for-schools
Links from The Chartered College of Teaching: https://chartered.college/covid-19-bereavement-support/

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How will you work with me to help my child who needs additional support from adults at home to access remote education?

We are very aware that the current situation with remote learning might be challenging at times. In addition, staying at home can be even more disruptive for students with special educational needs and disabilities. We want to ensure that home learning is meeting the needs of all students and that they are receiving the support they need.

The SENCO will make regular contact with students and parents/carers via telephone, Microsoft Teams and email to monitor access to remote learning and ensure that students are being offered the help and support they need and are entitled to.

Any issues or difficulties that students are experiencing will be discussed with parents/carers, students and teaching staff as appropriate. Support will be provided to address any issues:

- If it is a subject specific issue that can be addressed easily, the SENCO may suggest that your child contacts the relevant subject teacher as soon as possible.
- The SENCO may liaise with the relevant Head of Year, Curriculum Lead, or subject teacher to ensure that appropriate support is in place.
- Students who are struggling to work from home may be offered a place in school if it is agreed that this will be beneficial.
- The SENCO may signpost parents/carers and students to external support services.
- Reasonable adjustments and access arrangements may be discussed and modified.
- If appropriate, the SENCO may arrange an Educational Psychologist assessment.
- The SENCO will continue to provide teachers with advice and guidance to ensure that staff are confident in providing adequate support for AEN and SEND students.
- IHCPs may be reassessed and revised to accommodate for the Remote Learning situation.

We recognise that parents and carers can only do their best to help and support their children with their learning while they are at home. Further information for supporting students with special educational needs and disabilities (SEND) can be found at: https://get-help-with-remote-education.education.gov.uk/send

Other online resources for parents/carers are:
- Coronavirus educational resources from The Sensory Projects
  http://www.thesensoryprojects.co.uk/covid19-resources
- SEND-specific resources for learning from home from Tech Ability
  https://www.techability.org.uk/resources/aiding-learning-from-home/
- Advice on supporting children with a learning disability or autistic spectrum disorder (ASD) from the Council for Disabled Children https://councilfordisabledchildren.org.uk/help-resources/resources/supporting-children-learning-disability-asd-coping-covid-19-isolation