

Remote education strategy

January 2021

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Context

Since the start of the Covid-19 pandemic, remote education has become a significant part of the education landscape. The approach taken by Manor School has evolved and adapted since March 2021, when the predominant mode of learning was project based tasks set via the school website. This document aims to outline our strategy for remote education during the school closures from January 2021.

Curriculum

Curriculum decisions are made by **subject experts** within **centralised frameworks**.

A **restoration curriculum** is in place for Years 7-10 and 12 and a **recovery curriculum** is supporting students in Years 11 and 13.

Careful application of **centralised pedagogies**, together with forensic **analysis of assessment** and **carefully planned interventions** will enable students to make rapid progress without making significant changes to fundamentals of our curriculum.

Between April and July 2020, Curriculum Leaders carried out reviews of our school curriculum in response to the first lockdown. The approach of **keep**, **improve** and **remove** identified elements of the curriculum that fell into each category.

- **Keep:** parts of the curriculum which are essential and must be delivered in the same way as planned in schemes of work and long term plans.
- **Improve:** elements of the curriculum which need to be adapted to fit the risk assessment processes from September onwards (eg. practical elements) or could be easily adapted to be taught remotely if the need arose.
- **Remove:** any elements of the curriculum that could be removed to account for the time missed from education since March. These areas are most likely additional content or projects which go beyond the statutory curriculum requirements.

Following the process outlined, and as a result of the risk assessment organisation in place at Manor School, it remains possible to deliver the full curriculum without compromising the planned time allocated to subject areas. The timetable organisation implemented from September 2020 actually increased the amount of time given to subject areas with some time gained from tutor time and slightly longer sessions across the week.

GL Assessments were completed out in Maths, English, Science and CAT tests for Years 7-9 to help Curriculum Leaders identify the trends and gaps across year groups. The data from these assessments, and departments internal assessments have been used to identify necessary further changes to pedagogy and curriculum to close the gaps that exist and plan interventions that will support this. Funding from the DfE catch-up premium has been used to support some of these interventions as necessary. [A full report on the use of the catch-up premium can be found on the school website](#). Our strategy for use of the catch-up premium is based on advice from the [Education Endowment Foundation](#).

Restoration curriculum

The Keep, Improve, Remove planning, along with the existing carefully sequenced long and medium term plans reduced the need for a significant curriculum change as a result of school closures. For Year 7-10 and Years 12, a **Restoration curriculum** has been the priority. Restoring learning habits, routines and

student confidence was the first priority, followed by a carefully timed sequence of assessing and identifying the gaps created from Covid and creating a plan to close these carefully.

For Years 10 and 12 who started new courses in September 2020, little curriculum reorganisation was needed to account for lost time due to school closures due to the fact that courses had not started. Curriculum Leaders and their teams have adjusted the amounts of time spent on areas of the course and minor adjustments to the sequences to take account of decreased practical time but the content remains broadly the same.

Recovery curriculum

The curriculum for Year 11 and 13 was altered and much more recovery was necessary due to the lost time and impact on partially completed courses. The Department for Education consulted on changes to GCSE and A Level specifications during the summer of 2020 and adjustments were made in the autumn term for this. In some subjects the requirements for non exam or controlled assessments were reduced and other adjustments such as reducing the impact of speaking endorsements were made. Curriculum Leaders responded to this in the Autumn term and reported this into SLT Links and Progress Review Meetings with the Principal during term 1.

The Nothing by Accident programme for KS4 and KS5 is regularly reviewed and updated to make best use of time and input for interventions, supported further this year by the catch-up premium. The use of Tassomai, Blutick, revision guides, afterschool transport for revision sessions and increased exam technique training were increased through the catch-up premium.

Lesson formats

Since the first lockdown in March 2020 the technical competence and confidence of both staff and students has increased significantly. The use of Microsoft Teams as a place to store content relating to the curriculum and for it's use in lessons has enabled the delivery of remote education to become much closer to a normal school experience.

The formats of learning have been (and will continue to be) publicised regularly for students, parents/carers and staff.



Blended learning



Learning in school

National intervention local restrictions

Teachers will teach the curriculum **from the front** of the classroom



Our normal curriculum is possible because of the **year group pods** that exist



Homework will be used to help students are **review and consolidate** their learning



Learning for students who are self isolating

Inform the school immediately of negative or Covid test outcomes

Parents/carers should **inform the school** at the start of the self isolation period



Day 1: use online resources available via the school website, e.g. Blutick or Tassomai



Day 2 onwards: Staff will set work via school email and Microsoft Teams



Remote learning

Partial closures, year group rotas or whole school closure

Project based learning

In most cases, the first day(s) of a closure will be project based learning

These tasks will be published via the school website



Pre-recorded online learning

Tasks will be published on the school website and via Microsoft Teams

Tasks accompany videos of new content



Live online learning

Some lessons will be taught live using Microsoft Teams

See 'Live online learning' infographics for full details and expectations



The requirement from the Department for Education is to provide 5 hours of education a day as a minimum. Our lesson times providing this are:

Session 1: 8:35 – 10:45 including a 10-15 minute screen break	1 hour 55 minutes
Session 2: 11:10 – 13:20 including a 10-15 minute screen break	1 hour 55 minutes
Session 3: 13:55 – 15:15 including a 10 minute screen break	1 hour 10 minutes

Lesson formats while the school is open

While the majority of the school is open, lessons are delivered live, in person as per a normal school routine. Students who are isolating or experiencing symptoms are able to access learning in one of three ways:

1. Independent project-based work on the first day of absence
2. Joining the live lesson via Microsoft Teams with the class teacher inviting the student
3. Pre-recorded content and accompanying deliberate practice tasks shared via Microsoft Teams where it is not appropriate to join the lesson live.

During this period, it is also possible that a member of teaching staff is absent due to isolation or themselves experiencing symptoms. In these cases, and where practical, the teacher has often led the lesson remotely with a cover supervisor facilitating the work in class.

Lesson formats during school closure

During school closure, all lessons will feature elements of **live** or **pre-recorded** delivery of content alongside appropriate **deliberate practice** tasks to apply knowledge.

Teachers **support** students to complete tasks and **provide feedback** to respond to student needs and enable students to make **progress**.

All lessons feature a **deliberate** screen break where the lesson is ended or 15 minutes is added to a **deliberate practice** task.

Lessons during school closure will start with a live welcome from the teacher via Microsoft Teams. The only exception to this is where a teacher is absent and this will instead be communicated via the Teams posts or by email. The purpose of the live introduction is to register student attendance and ensure students are clear on the format of the lesson, the tasks and activities that are to be completed and how to access relevant support. This introduction is also an important opportunity to monitor and ensure the welfare of students.

We recognise that students and staff will increase screen time as a result of remote learning. As a result, teachers will be planning for screen breaks in one of two forms:

1. A deliberate 10-15 minute break where students and staff leave the lesson and re-join after a screen break.
2. An addition 10-15 minutes added to the time necessary for a deliberate practice task. In this case, a task that might take 30 minutes becomes 45 minutes and students are encouraged to take a 10-15 minute break during that time.

Students are strongly encouraged to complete extended writing on paper and submit their work to their teacher by scanning the work with OfficeLens or photographing using a phone, then uploading to the relevant assignment on Teams.

Live lessons

These lessons will be delivered via Microsoft Teams. Students join the call with their microphones and cameras off unless they are otherwise instructed. Meetings are recorded and stored temporarily by Office365 until they are automatically deleted to comply with GDPR and recording legislations.

Teachers will deliver the lesson remotely and will feature **explanation, modelling** of the content and/or the tasks to be completed, elements of **questioning** and class discussion using the chat and/or microphones before setting students **deliberate practice** task(s). These tasks are scaffolded as necessary and will be completed in any number of formats as deemed necessary. During the deliberate practice stage of the lesson the teacher will remain active in the meeting video or chat to support students and answer any questions. Where appropriate, the lesson will feature **whole class feedback** and students will have the opportunity to improve on mistakes and misconceptions made.

Guidance for live lessons has been (and will continue to be) communicated with students, parents and carers through the newsletter, the website and letters. The website also contains a 'how to' video for students as well.



Live online learning



During a partial or whole school closure **some** lessons will be taught live, online via Microsoft Teams. We will communicate clearly when students will be expected to join online live lessons



Students should join the **Microsoft Teams** call a few minutes before the start of the lesson. Teachers will **'admit'** students to the call.



Students should join with their **microphone** and **camera turned off** and keep them off unless asked to turn them on by the teacher.



Teachers will **explain** elements of new content. They may use videos, documents or slides to support this.



Teachers may **ask questions**, use **Microsoft Forms** or the **chat** to gather students opinions or thoughts or test understanding.



Teachers will set a series of **deliberate practice** tasks for students to complete and a **clear deadline** for completion.



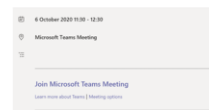
During the lesson the chat function may be used to **ask or answer questions**. This chat is used to support learning rather than social conversations.

Go to www.teams.microsoft.com or open the **'Microsoft Teams'** app.

Students need a device that can access to the **internet** and **speakers/headphones**. A webcam or microphone is helpful but not necessary.

If students cannot access their account please email homelearning@manor.school.

Find the call by clicking on the **'calendar'** section of Teams. Find the lesson and click **'join'**.



Use the **'controls'** bar to turn microphone and camera **on and off**, ask questions in the **chat** and **'raise hand'** to notify the teacher of a question.



Pre-recorded content

The latest research from the DfE, EEF, PiXL and ASCL (among other sources) clearly recognises that live synchronous learning is not always the most successful method of remote education. This supports our view that carefully planned and sequenced pre-recorded content, alongside deliberate practice tasks can be as effective as live remote teaching.

Where lessons are not 'fully' live, they will start with a short, live introduction. During this introduction the teacher will register the students present in the call, provide instructions of what to do and how to access the set work, ensuring students are clear on the tasks for completion. After the end of the live introduction, students will navigate to pre-recorded content and accompanying deliberate practice tasks. In many cases during this time the teacher will be on hand to answer queries, provide prompts and review the work that is being completed.

Independent project-based work

The school website directs students to a project based independent learning task for every subject and year group. The purpose of these tasks is to provide home learning on the first day of absence during normal school opening. During periods of school closure these project-based tasks will only be used where a teacher is unavailable due to an unplanned absence. This will be communicated via the posts on Microsoft Teams and/or students' school email accounts.

Additional resources

We recognise that there will be moments where a host of reasons, including technical failures may mean that students are unable to access the live or online resources above in the usual way. Equally, there will be occasions where teachers are unavailable due to unplanned absences. In these cases a range of resources are available and linked via the school website to ensure that students can continue learning and are not significantly disadvantaged:

- Blutick and Tassomai revision websites for maths, science and English
- Links to pre-recorded video playlists for subjects
- Independent revision resources uploaded into many subject teams for examination year groups
- Pre-set project based tasks available via the school website
- A range of paper based or off-screen learning activities have been shared
- At any time, students are also encouraged to read

Assessment and feedback

Carefully sequenced, **meaningful assessment tasks** will **continue** during school closure.

Appropriate decisions about **feedback** will be made by subject experts and is likely to include elements of both **whole class** and **individual** feedback.

Teachers will continue to assess student's work during any stage of remote education.

During school closure the assessment is most likely to take the form of Microsoft Forms/Quizzes, Assignments within Teams or students submitting photographs of work completed on paper. There are other forms of assessment including Tassomai and Blutick that may be used more formatively as well.

Teachers will continue to communicate clearly with students about the pieces of work which are to be directly assessed in line with department feedback policies, however a teacher's professional judgement about the progress and attainment of a student will take account of all aspects of each student's work.

Department feedback policies will outline how students should receive feedback and the most appropriate methods for completing this process. Whole class feedback will become more common during remote education as the opportunities for individual 1:1 conversation between teacher and students are reduced.

The format of assessment and feedback is recorded at a department level for the Curriculum Leader to be able to identify common trends and intervene to support students and staff as necessary. Alongside the types of assessment and feedback, teachers will record the number of 'engaged' students. Engaged students are those who actively engage in the live lesson or pre-recorded content and completes an appropriate level of deliberate practice as outlined by the instructions. Students who are regularly dis-engaged will become an area for Curriculum Leader scrutiny to resolve the issues and ensure that all students are continuing their education during school closures.

Assessment and reporting

The school's normal assessment and reporting calendar will continue to be used and data will be collected at relevant points enabling reporting home to parents/carers on attitude to learning and current attainment.

Parents consultation evenings and data reports will continue as planned, using technology to enable remote access.

Supporting students

Manor School is **genuinely comprehensive** and **truly inclusive**. These principles continue during remote education and a wide range of support is in place for students in need.

Throughout remote education, and across Manor School as a whole, our values, systems and processes are built upon our principle of being an inclusive school. During remote education we continue to support students in a number of ways:

- Provision in place for vulnerable students or children of keyworkers.
- The Pastoral and Attendance team monitor and carry out welfare checks for students who are absent to live elements of lessons.
- Teaching Assistants continue to support students with SEND by joining live lessons and using the breakout room features as necessary.
- School owned laptops, those received from the DfE and some donated by our community have been distributed to students where remote access is a barrier with either no access to devices or shared access.
- Our pastoral and safeguarding teams continue to carry out welfare calls, check-ins and home visits where necessary for identified students.
- Tutors continue their weekly Work World Wellness lessons as a point for tutor contact weekly.
- Teachers continue to award REACH points and reward students for engagement and positive behaviours.
- Weekly REACH assemblies from the Senior Leadership Team and rewards assemblies from Progress Leaders continue to be delivered and shared pre-recorded or live where appropriate.
- The Covid-19 catch up premium continues to be used as per the plan shared on the school website.
- House competitions continue to operate virtually and students are encouraged to participate in these as an important element of students sense of belonging.

Review against Department for Education expectations (Jan 2021)

The Department for Education have released expectations of schools during remote education. The table below lists each of the expectations and a short review against these. All expectations have already been outlined in the previous contents of this document. The table serves as a quick summary against the expectations.

Department for Education expects schools to:	Review against criteria
Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.	<ul style="list-style-type: none">• Our normal curriculum can continue remotely, albeit with less practical elements in some sciences, performing arts and the sciences due to reduced equipment.• Our centralised pedagogies continue to apply to allow students to receive careful

	<p>explanation and modelling of content with the opportunities to practise and apply their knowledge.</p>
<p>Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.</p>	<ul style="list-style-type: none"> • Microsoft Teams is the primary platform used for remote learning. • Some subject areas make use of further platforms (eg. Blutick or Tassomai) to contribute to learning.
<p>Overcome barriers to digital access for pupils by:</p> <ul style="list-style-type: none"> • distributing school-owned laptops accompanied by a user agreement or contract • providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. 	<ul style="list-style-type: none"> • 35 laptops from the DfE and the school's own resources have been distributed (as of 19 January). • A further 10 are awaiting delivery or collection. • The Nene Education Trust is working with local organisations to source more devices to support students with shared access.
<p>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.</p>	<ul style="list-style-type: none"> • Teachers record absent students from live elements of teaching. • The attendance team follow up daily with students who miss multiple lessons and offer any necessary support.
<p>Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.</p>	<ul style="list-style-type: none"> • Mr Glenn Martin, Vice Principal for CTLA is the named Senior Leader with overarching responsibility for remote education.
<p>Publish information for pupils, parents and carers about their remote education provision on their website by 25 January.</p>	<ul style="list-style-type: none"> • Information has been shared since September with parents in the newsletter and via the school website. • The remote learning page of the school website is updated regularly with guidance, support and additional resources for students and their parents/carers.
<p>Set meaningful and ambitious work each day in an appropriate range of subjects.</p>	<ul style="list-style-type: none"> • Live lessons and pre-recorded content are accompanied by opportunities for challenging and ambitious deliberate practice where students apply their knowledge regularly. • Our normal curriculum offering continues so all subjects remain as part of the offer to students.
<p>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 5 hours a day for Key Stages 3-5.</p>	<ul style="list-style-type: none"> • The normal school timetable is being applied. • Students are receiving adequate time of live or pre-recorded instruction plus additional resources as necessary.
<p>Schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.</p>	<ul style="list-style-type: none"> • Provision is in place for students who are vulnerable. • Teaching Assistants are continuing to support students with identified needs remotely.

	<ul style="list-style-type: none"> Teachers are available to support and answer queries within reasonable timeframes.
Keeping children safe online is essential.	<ul style="list-style-type: none"> The Nene Education Trust safeguarding and acceptable use policies take into account remote learning. Settings across the Office365 tenancy have been refined and checked for efficiencies centrally across the Nene Education Trust. Our IT provider, EasiPC are responding to concerns of security and handling these appropriately as guided by Senior Leaders.