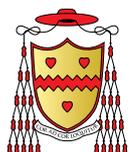


Remote Learning Guidance



Parents



THE SAINT JOHN HENRY NEWMAN CATHOLIC SCHOOL

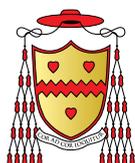


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REMOTE LEARNING

Introduction and Scope

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to pupils and students in the event that lessons are unable to be delivered 'face-to-face' as normal. Unless otherwise stipulated, the school expects that remote education should take pupils and students broadly the same amount of time as normal provision, i.e. 5 hours a day.



Situations where this guidance may apply include:

- A pupil who is absent from school for 3 or more days for a pre-agreed reason e.g. recovery from an operation
- Pupil exclusion
- Pupils unable to attend school due to a period of advised self-isolation but who otherwise remain well; in this instance the provision will commence on the first full day after notification of absence
- An extended period of school closure
- An extended period where some, but possibly not all, of a year group are self-isolating
- This guidance does not apply in situations such as:
 - A student who absents themselves from school without prior authorisation from the school, with or without parental permission, e.g. a family holiday taken in term time
 - A parental decision to absent their child as a precaution against an outbreak of infectious disease but contrary to official medical advice from Public Health England or to home educate their child.

CONTEXT

At The Saint John Henry Newman Catholic School we have reflected on our teaching and learning goals and how technology might help to achieve these in the current times. We have learnt from the experience during the lockdown of March 2020 – July 2020, and gathered feedback from our pupils, staff, parents/carers to create a 'blended' learning approach that will ensure all students are engaged, making progress and have full access to the curriculum.





A SUMMARY GUIDE TO GOOD TEACHING, LEARNING AND ASSESSMENT PRACTICE IN THIS CONTEXT

In the event of a need to move towards less in person learning, departments, in their teaching, will place particular emphasis on the importance of core concepts and strategies to enhance memory and retention. Teachers will build deliberately on students' prior knowledge to support new steps in learning. There will be a particular emphasis on clear explanations, and the amount of new information will be reduced. Students will be provided with opportunities to practice, reflect and review their learning.

The school will continue to deliver high quality teaching in various forms, recognising that teaching quality is always more important than the form of the lesson - pupils can learn through remote teaching. Ensuring that the elements of effective teaching are present – for example, clear explanations, scaffolding and feedback – is more important than how or when they are provided. This means that learning, in the event of the need for an individual, group or year group to be at home or to isolate, will be a mixture of 'synchronous' teaching through MS Teams (where the teacher and pupils are engaged in the lesson at the same time), and 'non-synchronous' teaching using MS Teams or other technology (where the setting and doing of the work are at different times) with students completing work as directed.

Additional support is provided to ensure that all pupils have access to the technology required for successful engagement in the curriculum. (Parents should contact their son or daughter's Learning Coordinator in the first instance should they have difficulty here)

Staff will continue to use low stakes testing like quizzes and whole class discussion as a regular part of their teaching and assessment, to ensure that students are secure in their understanding of the key concepts, and they will use this feedback to redirect their teaching as appropriate.





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INDIVIDUAL REMOTE LEARNING

This section of the guidance applies in situations where school remains open and working as normal, but an individual pupil or student is unable to attend lessons as normal but is otherwise well and able to work, e.g. a period of advised self-isolation or an absence that has been authorised by the school in advance.

In these cases, the school will provide the following, coordinated in the first instance by the student's Learning Coordinator and then by the Form Tutor, where appropriate.

- Learning Coordinators will be regularly updated by the attendance officer as to whom is self-isolating or absent in the circumstances outlined above. They, in turn, will inform subject teachers of the pupil absence and ask subject teachers to provide a suitable task or tasks. These are to be shared with the pupil via an appropriate means e.g. SMHW or Microsoft Teams by the first full day of absence at the latest. Due to the practical challenges of this scenario, there is no expectation by the school that teachers should provide synchronous 'live' lessons as they will be teaching the rest of the group at the time. They will, however, respond to queries or clarification, should they be required, over the usual period of 24 hours.
- Teachers should be aware of any pupil missing due to Covid-related self-isolation due to the code X in the class register. They must set work for those pupils in the manner described above.
- If an individual absence of this sort continues for more than one week, the Learning Coordinator will discuss the ways in which teachers might make more personal contact until the student is able to return to school but will ensure that the pupil has full access to the curriculum during the period of absence.
- Learning co-ordinators will check in weekly with subject teachers of individuals who are absent in this context or self-isolating to ensure things are running smoothly.





A PERIOD OF SCHOOL CLOSURE OR PERIOD WHERE A YEAR GROUP MUST SELF-ISOLATE

The St. John Henry Newman Catholic School is committed to providing continuity of education for all its students in the event of an extended school closure. While such situations are inevitably highly varied in their ramifications, we will endeavour to provide continued learning and full access to the planned core curriculum for the students during any period of self isolation or closure in the following ways:

- The provision of relevant, developmental written and practical work for each subject area and each year group which enables students to make continued progress. Where one or more year groups need to self-isolate, the lessons will follow the normal timetable for the isolating year groups meaning the group will be able to access the core curriculum, and the live lessons/work will be set so it can be completed during the timetabled lesson time.
- In a situation where there is full school closure the school will ensure full access to the core curriculum from the first full day of closure, and ensure that all pupils have meaningful work from the day of closure also. In this circumstance, as in the March lockdown, some alterations to timetables may well be required.
- Regular, 'live' instruction from staff, with the ability for students to ask questions of their teachers in real time. (please see appendix for the school's definition of a 'live' lesson and clarification as when they are seen to be advisable).
- The weekly opportunity for students to receive feedback from their teachers. This feedback may come in one of many appropriate forms.
- N.B. All work set by teachers will be monitored for completion but only one piece a week will receive feedback.

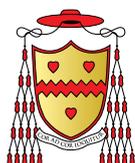
(The methods of delivery described below may vary in the light of developing situations surrounding the reasons behind any closure).

Any provision of remote learning to achieve these aims assumes that students and staff have access to the internet at home. However, we cannot assume that everyone has access to printing facilities, so any work set and submitted for assessment will be entirely electronically set, distributed, returned and assessed.

Work will be set, submitted and given feedback through a combination of the following online platforms:

- ShowMyHomework
- Google classrooms
- Microsoft Teams

Microsoft Teams is a collaborative platform which allows for real-time communication and sharing of resources between teachers and their classes. Every staff member of the St. John Henry Newman Catholic School has been set up on Teams and pre-registered to each of their classes. We have also created student / parent guides on the use of this software as a further means of support (see links in appendices below).



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The software has video and audio functionality which allows for a closer connection with pupils and students, and there is an expectation that staff should use this synchronous 'live' lesson facility as a regular part of their provision for each teaching group. It may be used by individual teachers for their own classes or used more collectively, where a department organises for one teacher to connect with more than one teaching group at a time.

Teachers, however, are expected to use 'blended' learning – a combination of synchronous and asynchronous strategies and material – in part because not all pupils have uninhibited access to technology and so the learning needs to be approached from angles that everyone can access; in part because, to deliver the fullest curriculum possible, strategies that may not lend themselves to 'live' learning will be used; in part because 5 live lessons a day would be stressful for pupils, and, in part, in recognition of the impact of remote learning on teacher workload. The planning for, and delivery of, remote lessons takes additional time as there has to be the continual adaptation of material.

Nevertheless, it is expected that teachers will make contact with, and be available to respond to, pupils during each timetabled lesson, even when they are not at the centre of a 'live' lesson for the whole of the period. This means that pupils' well-being and understanding is being monitored in each lesson. Staff may do this in a variety of ways: by introducing the lesson at the beginning; by being on Teams while pupils get on with individual work; or via email or the message function of the various platforms.

Work will be set by every teacher for each timetabled subject on one of the platforms listed above. It is good practice to list the activity on ShowMyHomework even if the work and resources themselves are made available on another platform. The work will only be made available to the pupils on the given day, either at or before the time of the timetabled lesson.

The published homework timetable will be observed.

ASSESSMENT AND FEEDBACK

The work that is set will, as far as is possible, include one piece of work in each subject each week (though with varying demands depending on how frequently a particular subject is taught) which is to be submitted for teacher monitoring or feedback. This will be set as part of the normal departmental Assessment, Marking and Feedback policy and may take a range of forms from homework set to a formal, supervised test. Feedback might be individualised or whole class, verbal or written depending on the nature of the task and the learning opportunities.

For complete clarity, all work will be monitored for completion but only pieces identified in learning programmes to do so will receive feedback.

Staff will take particular care to follow guidance from awarding bodies regarding formal assessment of work during periods of extended lockdown. They must consult with their Subject Leader or the AHT with responsibility for Vocational Learning if they are uncertain in this area.

Teachers will be particularly vigilant with regards to plagiarism in terms of work completed at home and will report any concerns to their Subject Leader.



MONITORING OF ENGAGEMENT

There is an ongoing process for all teachers to monitor pupil engagement. Teaching staff with concerns will contact pupils via SMHW (where parents can also monitor attendance and engagement via the app) in the first instance, and then record further concerns on the live, purpose-built, tracker document. Learning Coordinators will then take up these areas of concerns and work with parents, teachers and support staff, where appropriate, to resolve barriers to participation and learning.

POSSIBLE SITUATION WHERE NOT ALL OF A YEAR GROUP IS SELF-ISOLATING

This situation presents the biggest challenge to teaching and learning as teachers cannot be in two places at once. Staff will need to teach those pupils that are in school but will place the work to be done by the self-isolating group on SMHW, Google classroom or Microsoft Teams. 'Live' lessons will not normally be possible until we have a situation where the majority of a year group are self-isolating, and consequential timetable changes have been made.

However, teachers will provide instructions with the work to keep the pupils on track and be available to answer questions over the course of the usual 24 hour period that we ask for. Due to the pressures placed on staff in this scenario, staff will adapt their programmes of study to create the required time for administration within the normal working day. All pupils will have continued access to the core curriculum.

EXPECTATIONS OF STUDENTS

Assuming they are well enough to work, students are expected to:

- Attend all lessons
- Complete all work set for them and submit work promptly
- Check emails and learning programs regularly, and read and respond to communication from the school
- Proactively inform ICT support via helpdesk@jhn.herts.sch.uk where they experience IT problems.
- uphold the same standards of conduct and behaviour during live online lessons as they would be expected to in school.

This includes, but is not limited to:

- Ensuring appropriate language is used in Teams comments or emails, and that any comment is on-topic and relevant to the task in hand.
- Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.
- Ensuring that clothing is appropriate, following the same guidance as a normal "Dress down" day in school.





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EXPECTATIONS OF STAFF

Assuming they are well enough to work, staff are expected to:

- Ensure that work is set and made available by the beginning of the first full day of absence, at the latest. Work must only be published to the pupil on the day of the lesson and by the beginning of the timetabled lesson at the latest. Sufficient resources are to be made available to students via electronic means to allow them to carry out this work at home.
- To be familiar with the use of ShowMyHomework, google classroom and Microsoft Teams, and to be available to pupils at the times they would usually have lessons. This will regular be through leading 'live' lessons but may also take the form of being able to simply begin the lesson, or to remain available for pupil questions about the work via Teams or the message function of other platforms.
- To be familiar with the remote learning expectations of the relevant awarding bodies, including those responsible for vocational subjects
- To set, assess, and return work to students as per the Assessment, Marking and Feedback policy by electronic means.



Subject leaders are responsible for the setting (or delegation to postholders) of work. Additionally, Subject Leaders are required to maintain oversight of the appropriateness and quality of the work set across their Department.

Subject Leaders are required to liaise with their departmental staff through regular (at least weekly) contact to ensure that:

- Sufficient work is being set to cover ongoing periods of closure or absence.
- Students causing concern through a lack of engagement with 'live' lessons or assignments requiring submission are flagged with Learning Coordinators and Line managers on a weekly basis. These concerns will be raised on a centralised google form

STAFF ILLNESS

When a member of staff is unwell during a period of school closure, they should notify the school by emailing cover@jhn.herts.sch.uk as usual. If they are able to set work for any lessons that require it then they should do so, otherwise responsibility for work falls to the Subject Leader or designated/delegated colleague.

PSHCE

During a period of extended closure or self-isolation, PSHCE sessions will also be available via the same systems as subject-based lessons. A special PSHCE lesson time will be identified by the school and a pack of appropriate material will be sent to all relevant pupils.



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PASTORAL CARE

The St. John Henry Newman Catholic School is committed to providing exemplary pastoral care, and this will continue during any period of school closure or remote learning.

During such periods the normal channels of communication regarding pastoral care remain open: Form time will operate as normal, and students and parents can contact their Form Tutor or Learning Coordinator. Depending on the length of school closure, Form teachers and Learning Coordinators will follow a process of contacting all pupils, beginning with vulnerable pupils, pupils with SEND needs, pupil premium pupils and then any pupil giving cause for concern due to non-attendance at 'live' lessons or signs that deadlines are being missed.

SEND

The SEND department will work closely with the families of all those with an EHCP and other special educational needs. This includes regular calls home to ensure the school is accommodating the individual needs of pupils as well as possible in the circumstances

SAFEGUARDING

During any period of school closure, the Safeguarding Policy still applies, as does the Staff Code of Conduct and the JHN Live Lesson document.

Any online contact between students and staff must only take place through official school email addresses or the interactive features of the learning platforms. No personal email addresses must be used by either staff or pupils on any platform

Contact between students and staff through personal telephones or personal email accounts, or any other third-party messaging software or video conferencing software (e.g. WhatsApp, Skype etc.), is strictly prohibited.





APPENDIX

'Live' lessons during a period of remote teaching and learning

It is the school's view that teachers should be available to pupils in each and every timetabled lesson but this could and should come in a variety of manifestations.

The classic 'live' lesson is where the teacher leads the class in learning for the entire period. These should happen regularly – on average, every other lesson with KS3 and 4 pupils, and more with KS5. There are good reasons for them not happening every lesson with the main school: consideration of teacher workload, stress on pupils having to engage in this way for 5 periods a day, and the fact that there is a range of effective strategies that do not suit this mode of delivery. KS5 students have private study time which means they are more able to cope with a day-long diet of 'live' lessons.

LINKS

Please find links a) to guides on how to use the learning programs and b) to additional educational platforms should your son or daughter run out of things to do.

- a) https://jnhertsschuk.sharepoint.com/:f:/s/ExternalFiles/Emsrkumy4wdNhzNsRmA_qRsBvf0X6nkBGSrhYtk2_YqCA?e=7JU2DY
- b) Oak National Academy - www.thenational.academy
BBC Bitesize daily lessons - <https://www.bbc.co.uk/bitesize/articles/zvqgsk7>