



# Ilford County High School

## Remote Learning Strategy

(Amended January 2021)

The adoption of this policy was approved by the Governing Body on:	October 2020
Signed by the Chair of Governing Body:	
Next review date for this policy:	Spring 2021

This document outlines our contingency plans for remote learning, should students need to access this due to needing to self-isolate. It distinguishes between **Partial self-isolation** (for example if individuals and small groups of students need to self-isolate) and **Full self-isolation** - which would be triggered in the event of a partial or full closure.

Both of these plans are underpinned by our core belief that we need to ensure that our students have full access to the curriculum, their learning and their right to progress. Our key principle is to ensure as smooth a transition back into school as possible after an episode of self-isolation or school closure has taken place. The aim is for students to have followed the same curriculum as their in-school peers or as they would have done if the school was to be fully open. This blend between face-to-face and remote education will ensure that no child falls behind and will alleviate pressure on teachers in instances of pupil mobility.

**We recognise the sacrifice students make when self-isolating in order to protect members of the community, therefore we have a duty of care to minimise the impact of this on their learning.**

### **Remote education: overarching principles:**

- **Curricular alignment:** remote learning will continue to follow the same sequence of lessons as the current curriculum Schemes of Learning.
- **High quality resources shared via ClassCharts** that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps (avoiding long- term project type tasks). This includes the use of videos, recorded lessons and nationally produced resources such as the Oak Academy resources.
- **Feedback and assessment of learning** should remain regular, in line with normal curriculum expectations.
- **Stretch and Challenge** of all students needs to be written into any work provided for students. The high expectations we have in face-to-face lessons must also apply to remote learning so that students continue make positive progress.
- As a minimum, all students should have **verbal contact** at least once a week with a subject specialist and receive verbal feedback on their progress when self-isolating. Verbal contact includes a voiceover on a PowerPoint.
- Students should also have **verbal contact with their form tutor at** least once a week, this may be on an individual basis or together with their form class.
- Please see Appendix 2 for DfE best practice guidance.

### **Scenario one - Partial self-isolation: remote learning for individual students who are self-isolating**

- Students who are self-isolating **follow their normal timetable each day.**
- All resources will be accessible on **ClassCharts, with instructions on how to access the material.**
- Resources will support guided and independent practice, focussing on **effective self-study** (with students using their normal exercise books and/or booklets) and will normally include either a **PowerPoint, worksheet or booklet.**
- Students are given the opportunity to email or upload work for feedback to ClassCharts. Students will be encouraged to ask questions about their learning via email. Students will receive feedback on their progress in line with the school's marking and feedback policy.
- When returning to school, teachers will have a conversation with the student to reintegrate them back into the classroom and to assess any further needs and/ or intervention required.
- Engagement in remote learning tasks will be recorded and monitored via ClassCharts.

### **Scenario two - Whole class or cohort self-isolation: remote learning for classes/bubbles who are self-isolating**

- Students who are self-isolating **follow their normal timetable each day**
- All lessons will be taught via MS Teams for at least 20-30 minutes of the lesson. This might include an introduction and explanation of new material at the beginning, question and answer sessions, a plenary session or a combination of all of these elements. There will be time in each lesson for students to consolidate their learning and work independently. Teachers will remain available for questions when students are working independently and will finish each lesson with a plenary session.
- All necessary resources will be accessible on **ClassCharts, with instructions on how to access the material.** Students who are unable to access the virtual lesson will not be disadvantaged as they will be able to access the same curricular learning through these resources.
- Resources will support guided and independent practice, focussing on **effective self-study** (with students using their normal exercise books and/or booklets) and will normally include either a **PowerPoint, worksheet or booklet.** Where appropriate online resources will be used to support learning (see appendix 1 for plans how each individual faculty execute the whole school guidance).
- Attendance and engagement will be recorded and monitored via ClassCharts. Contact home by administrative staff will be made as part of this strategy. The data will also be monitored closely by DOSD.

### **Scenario Three – Remote learning in the event of a teacher isolating (but not ill)**

- If a teacher needs to self-isolate, due to close contact with a person who has tested positive for Covid-19, but who is not displaying symptoms themselves, then lessons will be delivered remotely via zoom.
- Resources for copying will be sent by email to the cover supervisor, along with a zoom code linked to their school email address. The IT support department will start the zoom session and will set up a camera so the teacher can observe the class as they teach. A cover teacher will be present in the room to ensure the safety of students and to support the class teacher in the maintenance of sound behaviour for learning.
- The usual sequence of lessons will be adhered to in the majority of cases, although some rearrangement may be necessary in the case of practical subjects.
- The same expectations for planning apply to these lessons including modelling, opportunities for independent learning, assessment for learning and differentiation.

#### **Scenario four - Remote learning in the event of a full closure**

- We expect that the school will stay open, as during the last lockdown, for our most vulnerable students and those whose parents are key workers. Guidance from the DfE will be used to determine this. Students in school will have the opportunity to follow the same structure as those who are studying from home (see below) and will be supervised by teachers in a socially-distanced classroom on a rota system.
- Students who are self-isolating **follow their normal timetable each day, this includes pastoral time and assemblies which must go ahead as usual.**
- All lessons should be conducted as live virtual lessons where possible. If a member of staff is ill, work will be set via ClassCharts by the teacher, HoTL or DoTL.
- Students should also have regular contact with their form tutor and/or head or Director of Student Development for their house.
- Teachers should use their professional judgement as to how much of the face-to-face teaching ought to be assigned to **review and consolidate** and how much can be given over to the **introduction of new content**. New content may be delivered live on MS Teams as short episodes to help improve student understanding.
- If teachers wish to, they may record Teams lessons so that students can access them via Microsoft Streams. A link to this should be posted via ClassCharts when details of the blended learning tasks are posted.
- All necessary resources will be accessible on **ClassCharts, with instructions on how to access the material**. Students who are unable to access the virtual lesson will not be disadvantaged as they will be able to access the same curricular learning through these resources.
- Catch up sessions run by the LSAs in Maths/Science and English will continue during this time but may follow an altered structure as appropriate.
- Intervention, especially for year 11 and 13 students, should continue as planned, using the Teams platform.
- Students should continue to receive regular feedback on their work, both verbally and written in line with the marking and feedback policy.
- If a member of staff is ill and unable to take their lessons, cover work will be set by their HoTL. Where possible in this situation, groups would be amalgamated so that live lesson material could be accessed by all.
- In order to help parents to keep their children safe online, parents will be informed that only currently serving members of ICHS staff will be contacting their children online. In most cases this will be their usual class teacher but may be other teachers

or LSAs at times. If a parent is in doubt, then they can access the staff list via the website or email [admin@ichs.org.uk](mailto:admin@ichs.org.uk) for confirmation.

### **Virtual lesson checklist**

- The key principles from normal face-to-face lessons carried through for example behavioural expectations and need to be made explicit to all students from the offset to keep expectations and standards high.
- Instructions are very clear throughout the lesson.
- There is a review of prior learning based on the independent learning carried out by the student. At the start of the lesson the students are told the purpose of the lesson and given clear success criteria.
- Key vocabulary has been included and explained. Pronunciation has been given via recordings and the opportunity to revisit vocabulary is exploited throughout the lesson.
- The work is differentiated, either by amount of scaffolding, or extension activities to stretch and challenge.
- Independent practice – students have the opportunity to put the learning into practice, this could be exam questions, a quiz, essay writing, etc.
- Adequate feedback is given, this might be whole class email, or cut and paste individual emails, or via Teams meetings with targeted groups of students.

### **General information:**

- It is the role of the DoTL and HoTL to ensure that work is being set by all teachers within their curriculum area. Teaching and learning should be monitored using the usual format, although may need to be adapted to accommodate new ways of working. The Department Monitoring Forms should be completed and returned to SLT as before. It is also essential that the SOL is being followed consistently across the faculty and this should be part of the monitoring process.
- It is the role of the DoTL and HoTL to ensure that marking and feedback on how to progress is given to all students by all teachers within their curriculum area in line with the school policy on frequency.
- Cultural Capital remains an important element within the teaching and learning process. Where possible, extra-curricular clubs and trips/ visits should be carried out virtually being as creative as possible.
- Monitoring and quality assurance needs to be carried out in the same way as normal for both the curriculum and pastoral systems.
- Child Protection and Safeguarding concerns need to be raised and followed up in the same way as usual and following the set as per the Safeguarding policy.
- The Mental Health and Wellbeing of students is as always a crucial element of the teacher

role and particularly more so during these difficult times. Teachers need to be mindful of the situations students find themselves in and support as much as possible, signposting them to relevant services as needed.

- Teaching assistants that usually work with students in a specific class should continue to do so via Teams, they should be 'invited' to these sessions by the class teacher. One to one support will also take place virtually.

#### **What needs to happen beforehand for staff:**

- All staff are given access to MS Teams and each of their classes is created/ set up within MS Teams for them to be able to use the system easily.
- Staff are reminded to be aware of protecting their privacy when taking virtual lessons from home. A blank or blurred background are recommended if a camera is being used. Staff should be dressed in appropriately professional dress at these times too.
- Staff have been supported and have had the relevant training on the usage of MS Teams for whole class virtual teaching. Staff are confident in delivering remote lessons and CPD occurs where necessary to facilitate this.
- Audit carried out to ensure the hardware requirements are in place for staff who need it.
- If a member of staff has to self-isolate but does not have any symptoms, they will be expected to plan lessons as normal and deliver to their classes from home using Zoom. Zoom will be set up in their teaching room and there will be an adult in the room supervising the students whilst they teach.

#### **What needs to happen beforehand for students:**

- All students are shown how to access MS Teams and ClassCharts for each of their lessons.
- All students need an up to date copy of their normal timetable to be able to follow all lessons virtually.
- Survey students to check access to correct hardware/ software. Find solutions to any arising issues.
- All students are made aware of the rules and etiquette for virtual lessons for example cameras off as required by the teacher, on mute etc.
- The mental wellbeing of students needs to be taken into consideration

## **Appendix 1: Faculty specific plans – how will each subject**

**Maths Faculty** (may need to be reviewed in light of whole school contingency plan)

### **Maths KS3/KS4**

Students will continue to follow the SOW, using Mathswatch. Each student has their own account and the department is currently using the application to set H/W, ensuring students become familiar with using it. When a topic is allocated to a class, students can watch a video, giving explanations and worked examples, before attempting interactive questions, which are automatically marked, with feedback going to them and their teacher. Each interactive question has a dialogue box, so the teacher and student can discuss any issues. Students then have further access to a worksheet on the assigned topic.

PJE will assign fortnightly work to all Yr7, 8 and 9 classes, with class teachers monitoring the completion and attainment of each task, providing feedback, using the dialogue boxes. JHA will assign fortnightly tasks for Yr10 and 11.

Yr11 teachers will provide supplementary work, based on the needs of their class.

Staff will communicate that work has been assigned on Mathswatch using ClassCharts and provide additional resources, if necessary.

Staff will use Teams to deliver a session for each class, where they will give an overview of the next topic to be studied and troubleshoot any issues from the previous topic. Staff will use Dr Frost PPT's. The frequency of this is tbc, in line with School policy. Once/twice a week should be sufficient, as students will use the remaining time to complete the work. JHA looking at ordering tablets, to sync with teams, allowing staff to model questions.

### **Maths KS5**

Teachers will communicate with their students via Classcharts and email, setting work from relative chapters of the textbooks. Students are currently being reinforced in the use of solution bank (which provides modelled working, as well as solutions) to be able to work as independently as possible. Students will submit work through Classcharts for staff to monitor – this will be self-marked by students, using solution bank, with staff reviewing and subsequently providing guidance on problematic questions.

Staff will provide lessons over Teams, following the School TT, to explain more complex topics and trouble shoot problem areas. JHA looking at ordering tablets, to sync with teams, allowing staff to model questions.

### **Computer Science**

**Teams**

*Each Year Group, from Year 7 to 11 will have a whole Year group on teams that will form a central hub for resources. This will effectively mimic the content stored on the school's network. All students will access core work from here. TA will co-ordinate document drop for J276 and J277. PD will co-ordinate document drop of KS3. For each global teams group, discussions will be disabled to allow communication in teacher groups only*

*All year groups will have an allocated team's group per class for the teacher to hold online lessons. These lessons will be used to outline work, introduce topics, to troubleshoot learning issues and provide feedback. The teacher will personalise learning to their class individually by setting additional/supportive tasks and homework either via the files section or the assignment section.*

### **Homework**

*All worksheets/PPT will be attached to global groups. All homework will be set per local classes and distributed from the assignment tab in Teams. Students will complete and submit via this system. ClassCharts will be used to reference that HW is set, see Teams for assignment details.*

*Students work will be checked via the teacher through the assignment tab. Feedback and/or scores can be given for the student to view. Teachers will include the "How to progress" comment here. Students will write the comment down respond in blue pen in their books.*

### **Marking**

*TA/PD will continue to populate the markbook as per non lockdown. Markbooks will store homework effort, homework scores and store non/completion.*

### **Curriculum**

*All year groups will continue to follow the same curriculum despite lockdown. Due to the subject area, all resources are electronic and can be used via Teams with minimal work for conversion*

*@GCSE and A Level, exam style questions can be used via OCR exam builder or AQA Exam Pro.*

*For differentiation students @GCSE and A Level will be prompted to use Craig N Dave Youtube videos which mirror each specification 1:1.*

*Differentiated work that we currently use at KS3 can be used electronically for support.*

## **Science Faculty**

### **Science KS3/KS4**

*For KS3 Science the staff will use the PowerPoint slides for each lesson on the topic being studied to support student learning. Staff can communicate that work has been assigned using ClassCharts and provide additional resources, if necessary.*

*At KS4 the students will continue to follow the SOW, using Kerboodle. Each student have their own account and the department is currently using the system to set work. This has ensured that students are familiar with using this resource. Students have access to the on-line textbook and staff can set further tasks via various worksheets on the assigned topic.*

*Yr11 teachers will provide supplementary work, based on the needs of their class.*

Staff can communicate that work has been assigned using ClassCharts and provide additional resources, if necessary.

Staff will use Teams/Zoom to deliver a session for each class. The frequency of this is tbc, in line with School policy. Once/twice a week should be sufficient, as students will use the remaining time to complete the work.

### **Science KS5**

Teachers will communicate with their students via ClassCharts and email, setting work from relative chapters of the on-line textbooks via Kerboodle or further on-line resources. Students will submit work through ClassCharts for staff to monitor – this will be self-marked by students, using solutions issued by staff reviewing and subsequently providing guidance on problematic questions.

Staff will provide lessons over Teams/Zoom, to explain issues arises from the topics set and trouble shoot problem areas.

### **Humanities Faculty**

#### **Humanities KS3/KS4**

Students will continue to follow the subject SOWs. Lessons would take place via Teams. Internal faculty inset has taken place with KEs and CBr facilitating. Lesson resources would be shared with students and class teachers would facilitate the learning via video link, microphones and webcams have been provided to almost all Humanities staff. Each student has a Class charts account which the Humanities faculty Currently use to set homework, students are aware of how to use the programme to access learning and upload completed work. Subject teachers are aware of how to provide feedback to student work submitted via Class charts. On Teams there is a dialogue box which can be used to discuss the learning and for Q& A. Misconceptions can be clarified in this way. any issues. Students have access to lesson materials including PowerPoints, worksheets, videos, etc.

Class teachers will assign work to their classes in Years 7-13 using a mixture of departmental resources which have been adapted to be suitable for online learning alongside the Kerboodle packages purchased for History and Geography. Class teachers will monitor the completion of set tasks and inform HOTL and the relevant DoSD where work is not being completed as expected. HOTL and DOTL will have an overview of work uploaded to Class charts and the attainment of pupils in each key stage. Class teachers will continue to provide regular quality feedback on Class charts, using the dialogue boxes.

<i>Subject</i>	<i>Keystage</i>	<i>Person responsible</i>
<i>Business</i>	<i>4</i>	<i>WNa</i>
<i>Economics</i>	<i>5</i>	<i>SAm</i>
<i>Geography</i>	<i>3</i>	<i>GCa</i>
<i>Geography</i>	<i>4</i>	<i>KEs</i>

<i>History</i>	3	<i>SLa</i>
<i>History</i>	4	<i>PEm &amp; ZKh</i>
<i>History</i>	5	<i>PEm &amp; ZKh</i>
<i>Philosophy and Ethics</i>	3	<i>PEv</i>
<i>Philosophy and Ethics</i>	4	<i>PEv</i>
<i>Politics</i>	5	<i>ZKh (Yr 12) SLa (Yr 13)</i>

*Year 11 teachers will provide additional revision materials and HOTLs will facilitate walking talking mocks as appropriate.*

*Humanities staff will use Teams to deliver a session for each class, where they will give an overview of the next topic to be studied and troubleshoot any issues from the previous topic. Staff will use lesson resources which have been adapted for online learning if required.*

#### **Humanities KS5**

*Teachers will communicate with their students via Class Charts and email, setting work from chapters of the subject textbooks and online resources. Students will submit work through Class Charts for class teachers to monitor and regular quality feedback provided through Class charts or on assignments shared via Teams.*

*Class teachers will provide lessons via Teams, following the lesson timetable with both skills based and knowledge-based lessons. Assessments will use multiple choice and self-marking where possible t*

#### **Creatives Faculty**

##### **Design and Technology**

##### **Standardised Expectations**

In the likely case of a local, regional or national lockdown, the Design and Technology department will follow practices outlined below to minimise disruptions to the teaching and learning whilst maximising student progress remotely as reasonably practicable under given circumstances.

As standardised procedure, Design and Technology teachers will:

- Attempt to deliver and/or engage with lessons via Microsoft Teams
- Present PowerPoint slides and encourage students to engage in Q&A session
- Set classwork and homework tasks during the lesson
- Liaise with the Head of Design and Technology
- A few exceptions where teachers can provide work via alternative methods, such as setting the work via ClassCharts or emailing the students directly and not engaging with Microsoft Teams will be on the following instances:
  - Teacher tested positive to Covid-19 [cover work to be set]

- No computer or internet connection [possibly using a mobile device instead]
- Or due to family commitments, difficulty in finding a quiet place to deliver sessions.

### **DT KS3**

Year 7 and Year 8 are on a 10-week rotation, currently there are no school based workshop / kitchen practical lessons, students move around four subject areas throughout the academic year:

- Year 7
  - Food Preparation and Nutrition
  - Electronics
  - Graphics
  - Textiles
- Year 8
  - Food Preparation and Nutrition
  - Graphics
  - Graphics
  - Lockdown Catch-up (Skills based)

Specialist teachers will continue to teach their subject area remotely, setting class work, assessment tasks and homework remotely, if lockdown is longer than 5 weeks then teachers will request students to upload their work to ClassCharts to be reviewed. If lockdown is less than 5 weeks then students will be expected to bring in an electronic copy for printing in school, their Design and Technology portfolios will then be updated with the work completed.

### **DT KS4**

Year 9 GCSE Foundation, Year 10 and Year 11 GCSE Design and Technology and Food Preparation and Nutrition students complete a range of Non-exam Assessments and theoretical based lessons:

- Year 9
  - Design Ventura – DT
  - Food Science and Nutrition – Food
  - Both subject specialisms cover two hours of designated theory a fortnight.
- Year 10
  - Non-exam Assessment – DT and Food
  - Both subject specialisms cover two hours of designated theory a fortnight.
- Year 11
  - Live Non-exam Assessment – DT and Food
  - Both subject specialisms cover two hours of designated theory a fortnight.

Specialist teachers will continue to teach their subject area remotely, setting class work, assessment tasks and homework remotely, if lockdown is longer than 4 weeks then teachers will request students to email their controlled assessment directly to the teacher. If the lockdown is less than 4 weeks, students will be told to bring in their latest electronic copy of their work, which will be saved into the departments secure area.

### **DT KS5**

A-level Design and Technology has one group of eight Year 13 students. They are currently working on their live Non-exam Assessment. This class has a designated theory lesson(s) on Fridays. The sole teacher for this group is the Head of Department, work will be set, monitored and reviewed during timetabled lessons, interactions over Microsoft Teams will also accommodate Ms Rupa, LSA for N.J who is hearing impaired. A protocol to support N.J. during remote sessions is in place from May / June 2020 and will continue and be reviewed depending on his needs. *o allow for regular quality feedback*

## **ART Blended Learning** – Remote Learning Strategy

### **KS3**

Where possible, students will continue to follow the Schemes of Work, with teachers using the usual SoW powerpoints.

In some instances, pupils will be directed to YouTube ARTClass videos (an ARTClass section has been made by AS on his Alex Stutchbury Art YouTube page). When a relevant topic is allocated to a class, students can watch the video, take notes giving explanations and examples, before attempting their own versions. Photos of work will have to be submitted, so the teacher can give feedback.

Short lesson introductions can be delivered on Teams, so the teacher and students can discuss any potential issues.

Teachers will assign work to all Yr7, 8 and 9 classes, with class teachers monitoring the completion and attainment of each task, and when possible providing feedback.

*\* Some SoW will not be achievable by pupils when at home (in **BOLD**), so AS and NA will be devising alternatives over coming weeks.*

#### YEAR7

*Half-Term 1 – Tone & Texture with Graphite – ‘My Shoe’*

***Half-Term 2 – Colour Theory with Watercolour paint – ‘My Food’***

*Half-Term 3/4 – Portraiture with ink and pencil – ‘My Role Model’*

***Half-Term 5/6 – Clay modelling and pastel wax-resist – Imagination & Surrealism – ‘My Fantasy Design’***

#### YEAR 8

*Half-Term 1 – Illustrations / Sgraffito with oil pastels – My Surroundings*

***Half-Term 2/3 – Relief Modelling – Archaeology Fossil / Human Rights (Philosophy cross-curricular LINKS)***

*Half-Term 4 – Perspective – Lettering and charcoal images*

***Half-Term 5 – Landscapes – 1-point Perspective Landscape Design and painting \*PARTLY***

*Half-Term 6 – Inside / Typography*

#### YEAR 9

***Half-Term 1 – Clay Modelling – Architecture***

*Half-Term 2 – Illustration – WW1 Pupils at War (History cross-curricular LINK)*

***Half-Term 3 – Printing – Lino Print ‘My Logo’ Initials designs***

***Half-Term 4 – Printing – Lino animal repeat patterns***

*Half-Term 5 – Still Life – Book compositions (English cross-curricular LINK)*

***Half-Term 6 – Scaling and independent work – A2 Final Piece in Graphite / ink / paint / charcoal***

### **KS4**

Yr10 and 11 teachers will provide supplementary work, based on the needs of their class.

Staff will communicate that work has been assigned on Classcharts and provide additional resources, when necessary.

Staff will use Teams to deliver a session for each class, where they will give an overview of the next task and troubleshoot any issues from the previous lesson. Staff will use AS’s powerpoints where possible.

Marking will aim to be in line with School policy. After each piece will be sufficient, as students will use the remaining time to complete the work.

### **KS5**

Teachers will communicate with their students via Classcharts and email, setting work from relative sections of the AQA Schemes.

Students will develop their projects in line with the timing of previous years, so they progress with their themes effectively. AS and NA will regularly show previous A Standard exemplars to reinforce expectations on quality.

Project work aimed to show independent working. Students will submit photos of work through email / Classcharts for staff to monitor – this will be marked and peer-assessed at different stages.

Staff will provide feedback over Teams, to explain more complex tasks and trouble-shoot.

### **PE Blended Learning strategy – Remote learning**

#### **Exam groups Year 9, 10 and 11:**

SC/SM for year 9

SM/KE for year 10

VM and BAH for year 11

For GCSE PE exam groups, staff will use Teams to deliver a session for their individual classes, where they will give an overview of the next topic to be studied and provide feedback on any issues from the previous topic/lesson. Staff will use PPTs already available and may adapt them for remote learning. The frequency of this should be at least once a week, in line with School policy. Other time work will be set on class charts where students will be expected to submit their work, and feedback given by members of staff. Staff will also use [www.theeverlearner.com](http://www.theeverlearner.com) where lesson videos can be set for students to watch and test yourself questions set, which provide immediate progress data for staff.

#### **KS3 and KS4 core PE groups.**

Work will be set for each year group by a member of staff on class charts. This could be for example, fitness videos to follow, sporting highlights to analyse etc. Students can then submit work onto class charts and staff can monitor this and feedback for their own classes. Staff will contact their individual classes once a week using Teams to provide feedback from the previous task and introduce the task for the week.

Staff below will set work for the following year groups. Staff will then monitor the work produced for their individual classes.

SC – Year 7

MNO – Year 8

SM – Year 9

BAH – Year 10

VM – Year 11

## **Music - Blended learning strategy**

The overarching aim of this blended learning strategy is to ensure that students can access the music curriculum if they are isolating at home due to the ongoing Covid-19 pandemic. The work should be both challenging and engaging and provide students with opportunities to develop not only a deeper theoretical understanding of various forms of music but supplementary composition and performance skills too.

### **KS3**

Where possible, students will continue to follow the same schemes of work and resources that are planned to be used in school. Where this isn't possible, alternative work will be provided. This may take the form of music theory work or a worksheet that appertains to a specific topic. Students will also be given opportunities to complete practical assignments, both composition and performance based.

Short lesson introductions can be delivered on Teams to provide students with opportunities to discuss work and address any misunderstandings they may have.

Teacher will assign work to all Yr7, 8 and 9 classes through Classcharts and provide feedback in accordance with the ICHS marking and feedback policy.

### **KS4**

Work for Yr10 and 11 is more likely to be practical-based, students will be given time to develop ideas for their compositions as well as prepare for their recorded performances as per the requirements of the exam board.

Teacher will endeavour to ensure that work appertaining to the listening and appraising component of the Edexcel specification is also provided.

Teacher can use Teams to deliver lessons and will provide feedback in accordance with the ICHS marking and feedback policy as well as guidance set out by the exam board. Where appropriate, teacher will set, monitor and mark work through Classcharts.

## **Language faculty**

### **English department**

Students will continue to follow the SOW, using lessons prepared using resources and guidance from EDEXCEL and AQA, Oak National Academy, PiXL, GCSEPod, Mr Bruff, Dr Frost and Massolit. A variety of learning activities will be presented.

**Individual teachers will be responsible for assigning work to each course;**

Year 7 ANE

Year 8 TH

Year 9 MU

Year 10 Language SAB

Year 10 Literature AAD

Year 11 Literature (AAD/SAB/MU/ANE will collaborate)

Year 11 Language (TSH/PH/TH will collaborate)

Year 12 & 13 A Level teachers will both set work

**PH to monitor KS4 & 5 TSH to monitor KS3**

All class teachers monitoring the completion and attainment of tasks, providing feedback in line with the marking policy.

Class teachers will assign the planned work using Classcharts.

Staff will use Teams to deliver one session every week for each class, where they will give an overview of the topic to be studied and troubleshoot any issues from the previous topic.

**The Department will meet on teams at 10.30 every Wednesday.**

## **MFL Department**

### **KS3/4**

Students will continue to follow the SOL. Teachers will set work from the resource bank created centrally on Teacherswap "COVID" folder and PowerPoint lessons that are saved on Teacherswap in "sharing good practice" per Year group.

Scanned copies of grammar Workbooks, vocabulary lists and homework packs will be available from the COVID folder too.

Head of Teaching and Learning (HOTL) to distribute responsibilities for resources and ensure they are all available in time.

Textbook online access is being negotiated for all students. They will work on relevant modules and pages set by their teacher. Teachers will also use useful websites to supplement the online learning.

Teachers will communicate the work being set through class charts.

Teachers will deliver sessions through TEAMS following the TT – this may be to introduce a topic, practise speaking, do a listening, trouble shoot any misunderstandings. The number of sessions delivered and the frequency will depend on the needs of the class and the content to be covered.

Individual teachers will be responsible for homework and marking (group, self- marking or teacher marking) for their own classes. Students will submit work through class charts. Teachers will provide feedback in line with school expectations.

HOTL to organise and set Common Assessments for all year groups in collaboration with colleagues.

Communication between members of the department will continue via the group chat, messages or calls.

### **KS5**

Teachers will communicate with their students via Classcharts and email, setting work from relative chapters of the textbooks. Students will submit work through Classcharts for staff to monitor – this will be self-marked by students, using a solution bank, with staff reviewing and subsequently providing necessary guidance.

Staff will provide lessons over TEAMS, following the School timetable, to explain more complex topics and trouble shoot problem areas.

## **Appendix 2: Department of Education Guidance, Remote Education Good Practice**

### **What matters most in remote education?**

This good practice guide for remote education focuses on approaches to the delivery of the curriculum. This presupposes clarity about what is to be taught by teachers and learned by pupils in a carefully sequenced curriculum.

Further support for planning a sequenced curriculum that can be adapted for remote delivery will be published separately during the autumn term.

### **Replicating the classroom remotely**

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.

Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

Pupils in the early stages of their formal education are likely to have particular needs which cannot easily be addressed in the same way as those of other pupils. Likewise, some pupils with SEND will require specific approaches tailored to their circumstances. Some suggestions are given for these cases later in this document.

Access to appropriate devices and connectivity is essential for technology-led approaches to remote education. However, securing access for all pupils is a significant challenge in many contexts. As schools plan for potential future disruption, it may be helpful to:

- maintain an up-to-date record of which pupils and families do not have device or internet access
- consider how school technology resources could be used in future to support pupils without sufficient remote facilities. This could include preparing to provide laptops and chargers to identified families with any usage or loan agreements necessary to help safeguard school property
- ensure that any equipment obtained under the department's [Get help with technology programme](#) is clearly identified and ready to be re-distributed for a similar purpose

You should also review the Department's guidance about planning for local restrictions including [Tier 2 restrictions](#).

### **Effective remote teaching provision**

While pupils experienced disruption to their education from 23 March 2020, a number of different approaches were used by schools to continue their education. Many schools also learnt from experience and innovated, took on board pupil and parent feedback and improved their provision as the weeks passed.

While there are a number of ways to implement high-quality remote education, remote-access technology offers many advantages which enable schools to continue a relatively normal programme of teaching across all or most curriculum subjects.

### **Interactive platforms**

Many schools have been able to use a single, interactive platform such as Microsoft Teams or Google Classroom for their remote education provision. By using these and similar systems, it is possible to create virtual classes by drawing information from schools' Management Information Systems, enabling a single point of access for all lessons and resources and allowing teachers to host both live and recorded explanations and lessons.

Schools can apply for government-funded support through [The Key for School Leaders](#) and access one of two free-to-use digital education platforms: G Suite for Education or Office 365 Education. To help applicants make the most appropriate choice for their school, The Key also provides feature comparison and case studies on how schools are making the most of these platforms.

### **Linking platforms to applications**

It is possible to enhance these platforms by using applications which allow for easy video recording of teachers teaching, explaining and questioning. [Loom](#) is a popular video recording application

which many teachers find straightforward to use and can easily be linked to platforms such as Microsoft Teams.

Tests and quizzes are an important part of effective teaching and can be easily created to precede or follow teaching sequences. When teaching live, it is possible for teachers to question individual pupils and for pupils to pose questions to teachers or peers, for example using the 'Chat' function. Google forms, Kahoot, Classkick, Socrative, Edpuzzle are just some other examples of other software which work well for rapid feedback and allow live marking.

Schools can use these media to continue to deliver most of their normal planned curriculum, and, where available and relevant, textbooks (both 'hard copy' and electronic) could be issued for pupils to use at home to complement and support lessons.

Where lessons are recorded, they can be accessed later by pupils, making flexible use possible in the context of limited or shared device access. These and similar platforms can make it easier for teachers to monitor pupils' progress because work can be viewed or submitted through a single system. This in turn may make it easier for teachers to adapt work in the light of pupils' progress.

Other resources, including other good quality online resources (both free-to-use and subscription-based) can be linked or embedded.

Because these platforms enable the creation of simulated or virtual classrooms, it is easier to carry over what we know about effective teaching from the live to the virtual environment. This can include clear teacher explanations of new content which are sequenced to build on previous learning, targeted questioning, and scaffolded practice.

### **Maintaining aspects of school life online**

These platforms can also be used beyond the individual lesson context for other events such as whole staff briefings and professional development sessions, and for teachers to lead events such as year or whole school assemblies. It is important that these aspects of school life are maintained during any period of disruption.

In some cases it is possible to expect a normal school day to be worked remotely by both pupils and teachers. Recognising that this will not always be practical, where it is possible the routine can prove beneficial to pupils and support them in the management of their work and time.

Often, it is necessary to operate more flexibly, for example to accommodate contexts where pupils are having to share a single device within the home, meaning that access to recorded lessons is also needed. However, frequent contact between pupils and teachers is crucial. This contact may, for example, be through presence in a remotely delivered lesson, questioning, feedback, or some other form of on or offline exchange about schoolwork.

### **Continuing the planned curriculum**

Continuing to teach all or most of the normal planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example sciences, music or technology. However, in these and other cases, video demonstrations (and there are many ready-to-use examples linked to the curriculum available on platforms such as YouTube) can substitute well for practical work, particularly if accompanied by teacher explanation, commentary and a text book or electronic resource.

## **Physical education**

Physical education is a difficult subject to teach remotely. Some aspects may be able to be delivered using video demonstrations. At the same time, taking account of any restrictions in force and pupils' age and living circumstances, pupils should be encouraged to take regular physical exercise to maintain fitness.

It is important to ensure that teachers are familiar with the practical aspects of the technology used, and know how to use the essential functionality of the programmes and systems in place.

## **Technology training**

An important part of contingency planning is ensuring that training is regularly refreshed with teachers, and that appropriate trouble-shooting support is available where needed, so that transfer to the remote environment can happen seamlessly when needed. Schools may consider prioritising this aspect of professional development, where necessary, in the early autumn term.

Integrating all remote provision into a single multi-functional platform may be difficult for some schools to achieve, although it should be noted that many resources are free to use (Google Classroom and YouTube for example).

It is possible in these circumstances to provide good remote provision by using a range of online resources (for example, commercially-produced or subscription packages for subjects such as mathematics) and referencing a number of materials, which guide pupils in their delivery of the curriculum using other forms of communication, such as email or telephone.

Schools can spend their catch-up premium on contingency planning for remote education, for example purchasing additional devices or textbooks. The [EEF Covid-19 support guide](#) includes support for schools in how to support effective remote education and access to technology.

## **Communication**

It is essential for staff, and preferable for pupils, to use school email addresses. Groups can be set up to streamline communication for example with a whole class. Existing online resources and packages with school or teacher-created resources, can be used, for example: worksheets, tests and quizzes, as well as video or sound recordings of explanations hosted on platforms such as YouTube - or available on a school, remote-access area.

It is important to note that high quality remote teaching is far more than setting work for pupils to complete, although setting tasks to complement sequences of teaching plays an important role. Evidence shows that lengthy or open-ended projects or research activities are in most cases less likely to lead to strong progress or outcomes.<sup>1</sup> Such approaches should generally be avoided in favour of the more interactive, teacher-led approaches to delivering the school's planned curriculum described above.

### **Appendix 3: Letters to Parents**

#### Scenario one letter:

Dear Parent/Carer,

We have been advised by Public Health England that there has been a confirmed case of COVID-19 within the school.

We have followed the national guidance and have identified that your child has been in close contact with the affected child. In line with the national guidance we recommend that your child now stay at home and self-isolate until xxxxxx.

We are asking you to do this to reduce the further spread of COVID 19 to others in the community. If your child is well at the end of the 14 days period of self-isolation, then they can return to usual activities. Other members of your household can continue normal activities provided your child does not develop symptoms within the 14 day self-isolation period.

Please see the link to: Guidance for contacts of people with confirmed coronavirus (COVID-19) infection who do not live with the person

<https://www.gov.uk/government/publications/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person>

What to do if your child develops symptoms of COVID 19

If your child develops symptoms of COVID-19, they should remain at home for at least 10 days from the date when their symptoms appeared. Anyone with symptoms will be eligible for testing and this can be arranged via <https://www.nhs.uk/ask-for-a-coronavirus-test> or by calling 119 .

All other household members who remain well must stay at home and not leave the house for 14 days. This includes anyone in your 'Support Bubble'.

The 14-day period starts from the day when the first person in the house became ill.

Household members should not go to work, school or public areas and exercise should be taken within the home. If you require help with buying groceries, other shopping or picking up medication, or walking a dog, you should ask friends or family. Alternatively, you can order your shopping online and medication by phone or online.

Household members staying at home for 14 days will greatly reduce the overall amount of infection the household could pass on to others in the community

If you are able can, move any vulnerable individuals (such as the elderly and those with underlying health conditions) out of your home, to stay with friends or family for the duration of the home isolation period

Please see the link to the PHE 'Stay at Home' Guidance:

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

### Symptoms of COVID 19

The most common symptoms of coronavirus (COVID-19) are recent onset of:

- new continuous cough and/or
- high temperature and/or
- a loss of, or change in, normal sense of taste or smell (anosmia)

For most people, coronavirus (COVID-19) will be a mild illness.

If your child does develop symptoms, you can seek advice from the nhs.uk website at <https://www.nhs.uk/conditions/coronavirus-covid-19/check-if-you-have-coronavirus-symptoms/>. If you are concerned about your child's symptoms, or they are worsening you can seek advice from NHS 111 at <https://111.nhs.uk/> or by phoning 111.

### How to stop COVID-19 spreading

There are things you can do to help reduce the risk of you and anyone you live with getting ill with COVID-19

Do

- wash your hands with soap and water often – do this for at least 20 seconds
- use hand sanitiser gel if soap and water are not available
- wash your hands as soon as you get home
- cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze
- put used tissues in the bin immediately and wash your hands afterwards

Further information is available at

<https://www.nhs.uk/conditions/coronavirus-covid-19/>

### Keeping up to date with learning

- Whilst self-isolating your child should **follow their normal timetable each day**.
- All resources will be accessible on **ClassCharts, with instructions on how to access the**

**material.**

- Resources will support guided and independent practice, focussing on **effective self-study** (where possible your child should complete this work in their normal exercise books and/or booklets provided) and will normally include either a **PowerPoint, worksheet or booklet**.
- Your child will be given the opportunity to email or upload work for feedback to ClassCharts.
- Your child should email their teacher to ask questions about their learning and will receive feedback on their progress in line with the school's marking and feedback policy.
- When returning to school, teachers will have a conversation with your child to reintegrate them back into the classroom and to assess any further needs and/ or intervention required.

Yours sincerely

**Mrs R Drysdale**

Headteacher

Scenario two letter:

*Dear Year XX students, parents and carers,*

**Re: Online Learning between xxx and xxxxx**

*Following a second confirmed case of COVID-19 in Year xx, we have taken the precautionary decision to ask all Year xx students to self-isolate. The period of isolation began for some students earlier this week but we took the decision to send all students home after a student who was already self-isolating tested positive to COVID-19. We continue to liaise closely with Redbridge Council and Public Health England. Year xx students will be able to return to school on XXXXX.*

*We would all prefer to keep our students in school, particularly as we know how much classroom based learning was lost during lockdown. It is important however that we all work together to limit the spread of COVID-19.*

*As the whole of Year xx is now self-isolating, teachers will be delivering lessons via Microsoft Teams from tomorrow morning. Students will need to access their emails and ClassCharts accounts to see the work set by their teachers. Students and teachers will follow their normal timetable so lessons will take place during their normal timetabled slots. Teachers will use the Teams session to introduce work, set up activities and to ask and answer questions. Teams sessions are not expected to last for the full hour-long lesson, as this will give students the opportunity to complete tasks set by their teachers during each session.*

*We appreciate that approximately one third of our students do not have access to online equipment during the day. Therefore, equivalent work will be posted on Classcharts so that students have access to all activities even if they are unable to join the online Microsoft Teams sessions. I have attached a copy of our Online Home Learning Responsible User Agreement.*

**Mrs R Drysdale**

Headteacher

#### **Appendix 4: Microsoft teams user guides**

Please see below a useful training guide including videos on how to use Microsoft Teams

<https://support.office.com/en-gb/article/microsoft-teams-video-training-4f108e54-240b-4351-8084-b1089f0d21d7>

#### **Appendix 5: ICHS Online Home Learning Responsible User Agreement**

##### **General Guidance:**

- I will only use the online material and technology for school purposes as directed by my teacher.
- I will not, under any circumstances, record or take photos of my classmates or teachers during a face-to-face session.
- I will not share any school resources or online materials outside of ICHS.
- I will not reveal my passwords to anyone.
- I will be responsible for my behaviour and actions when using technology, this includes the resources I access and the language I use. I understand that language and actions that are not appropriate in school are not appropriate in an online teaching and learning environment.
- I will make sure that all my communication with students, teachers or others using technology is responsible and sensible.
- I will speak when I am invited to do so and not otherwise, I understand that this allows all those involved in the session to participate fully. I understand that this may mean that I am asked to mute my microphone or my teacher may mute it for me.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher or my parent.
- I understand that when using ClassCharts and other applications provided by the school including email and Microsoft Teams that my use can be monitored and logged and can be made available to my teachers.
- **I understand that these rules are designed to help keep me, my fellow students and teachers safe and that if they are not followed, school sanctions will be applied and my parent will be contacted.**
- I will inform my parents of any online sessions I am joining so that they are aware of my online activity and can help to stop other family members accidentally disrupting sessions.

##### **Using Teams and other online platforms:**

- When using Teams, remember that this is an extension of the classroom and you should conduct yourself as you would in a classroom. This includes:
  - Participate from an environment that is quiet, safe and free from distractions
  - Be on time for your interactive session
  - Be dressed appropriately for learning
  - Remain attentive during sessions. Concentrate fully on the session. Do not allow yourself to be distracted, this ensures everyone gets the most out of the session.
  - Interact patiently and respectfully with your teachers and peers

- Try to keep your comments short and purposeful. The most successful virtual lessons are short, focused and purposeful.
- Turn off your mobile phone (unless you are using it to access the session)
- You **MUST NOT** record any aspect of each other's online interactions.
- Make sure you end the session as soon as the teacher indicates to do so.
- Mute your microphone when asked to so by the teacher; this is because background noise can be disruptive and it also stops everyone speaking over each other