Remote Schooling Plan – March 2021

If the School has to close for a period of time during term time a **Remote Schooling Plan** will be implemented with the aim of ensuring the continuation of meaningful educational provision during the closure, albeit whilst acknowledging the exceptional nature of the circumstances.
In brief, the driving principles are:

1. Students and teachers will work following the normal lesson timetable, as far as possible. Academic work should be as demanding and purposeful as it would be were the school open, though it is acknowledged that it may be different in its nature owing to the circumstances. This is particularly the case with practical subjects.
2. Heads of Department and tutors will maintain an overview role to support teachers and students in the maintenance of progress and achievement.
3. Programmes of Study may be altered (where practicable) to allow for study/tasks that are better suited to remote working.
4. The systems of the school, in particular academic and pastoral monitoring and support, will be maintained as far as they are practicable.
5. In the event of a long closure, communication at all levels will be key to maintaining a sense of purpose and community and everyone needs to play their part in initiating and maintaining dialogue between staff and students and, where appropriate, parents.
6. Break time (10.25-10.45am) and lunch time (12.05-1.15pm) will broadly be regarded as non-contact time for both staff and students. This arrangement may be altered to meet the needs of examination year groups.
7. An adjusted extra -curricular programme will be offered to support well-being and ongoing personal development. Community activities such as the House system will continue.
8. The timetable and associated systems e.g. homework will be reviewed throughout the period of remote school and may be adjusted to achieve the best balance of screen time for students and staff to support effective learning and engagement over a longer period of remote school.
9. All staff and students are expected to abide by the relevant Acceptable Use Policy – for students, here. The staff Acceptable Use Policy is available in HR policies. In the event of a school closure students and staff should reread the relevant document.
10. Any updates regarding public examinations will be communicated promptly. Until then, we shall continue to prepare students for their examinations *and* to be ready for any eventuality.

Remote Working will confer the following responsibilities on members of the school community:

Teachers

1. Using the lesson timetable structure.

As much as possible teachers will engage with the principle of 'active delivery' – as opposed to simply emailing out work beforehand. However, lessons may well include time when cameras are off and students are tasked with completing an exercise etc – we all know that screen fatigue can become a negative influence on a day of learning and teaching.

Teachers should make sensible decisions about the methods they use when delivering the above. Options will include using Office 365 and Microsoft Teams, email, Planet eStream etc. However the work is

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delivered, the instruction to students must be clear with the work set for students clearly marked with the subject, time and date of the relevant lesson (e.g. "English, Mon P2, 11/1/21").

2. Nature of work.

Work set should reflect the usual length of the lesson although staff will manage lesson activities as appropriate e.g. some 'down' time at the beginning of a lesson to reflect what would have been movement time in school. Work set should also clearly reflect the normal curriculum objectives for that subject, though it is recognised that the nature of learning activities in these circumstances is likely to differ from those used in the normal classroom. Lesson planning should allow for all activities associated with remote learning to take place during the lesson itself, this may include students printing resources or submitting work.

Staff should be mindful of screen time for students and themselves when setting homework and seek to set a variety of meaningful tasks. If homework is necessary it should be a natural outcome of the lesson and seek to consolidate, test or extend the content of the lesson to which it is attached or prepare students for the content of the next lesson (e.g. a piece of reading that should be done in order for the next lesson to progress at pace).

Work set should be mindful of the needs of students on the Learning Support Register – we know that remote schooling presents particular challenges to members of this group, so we should factor that into planning.

There is no general expectation that students will be able to print resources, although there may be some requirement for this linked to assessments and mock exams. All work will be shared online. We will look at particular arrangements for practical subjects depending on the length of remote schooling.

3. Online support/delivery.

It is an expectation that teachers will be 'online' and following their normal timetable, as detailed above, working 'alongside' their students, although not always visible, in order to enable them to respond in a timely manner to students' enquiries about the lesson work. Questions could be raised via email or through the Teams Chat function.

4. Clarity of expectations.

Work set should be explicit in terms of what students are expected to have achieved/produced by the end of the 'lesson' or 'homework' and how any work is to reach the teacher.

5. Concerns & Rewards.

Students will be expected to complete the work they are set and teachers should use the note for tutor system in iSAMS to let tutors and HOS know immediately if work is not being completed. Teachers should continue to use the system of house points and Excellence Book as appropriate. **Systems of affirmation become particularly important to students during a period in which isolation may well lead to increased worry about school work.**

6. Marking & Feedback.

Teachers should seek to assess student progress, mark work and give feedback as close to normal practice as possible. Teachers should be explicit about how they expect to receive that work and they should seek to give feedback in a timely fashion.

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Form Tutors

1. Registration.

All students will register every morning with their tutors at 8.40am using a tutor group in Microsoft Teams. Students will be asked to 'like this post' by their tutor which will create a list of attendees. Tutors will then complete the iSAMS register on the basis of this information by 9.20am. Additional attendance tracking will be done on a lesson-by-lesson basis for all year groups by subject staff.

2. Support for students.

Tutors should keep in regular contact with their tutees. Tutor times will be run on Tuesday and Thursday 8:40-9:10am. Tutors should encourage students to contact them should they require additional support outside of these tutor times. Any significant, emerging pastoral concerns should be communicated to the relevant Head of Section

Learning Support/EAL

As far as possible, learning support lessons should be maintained via Office 365 Teams. The Learning Support department should also communicate regularly (fortnightly) with all students on the SEND/EAL registers to check how they are progressing in a Remote Working environment.

Resources to support SEND/EAL students with maths, literacy and study skills should be available via the Learning Support Teams area and specific resources should be recommended for individuals and small groups via their named team.

It is recommended that students with organisational difficulties maximise the time available to them, by organising files and workspaces and ensuring year and weekly planners or timetables are visible and up to date. Students should also ensure relevant subject specific vocabulary lists are to hand and unknown terminology is learnt using a little and often, multisensory approach. If students cannot find these lists, they should ask their teacher, or contact their learning support teacher.

Students

1. Following the timetable during normal school hours.

At 8.40am, students will be expected to 'like' a registration post from their tutor in their tutor group in Microsoft Teams to register as present for the day. This will keep a structure to the day and allow the relevant tutor to be online at the same time to respond to queries that have emerged.

2. Tutor Period.

Students will also be expected to be online and available during the twice weekly tutor periods so that tutors can monitor their progress and keep in touch with how things are going as well as give support and advice on how to manage their wellbeing during lockdown. In addition, they should attend their Section assembly, main assembly on a Wednesday and the Thought for the Day by the Chaplain.

3. Lessons.

Students should have their cameras ON unless a teacher gives the explicit instruction to turn it off

Students can immediately expect to follow their timetable, with a teacher actively working with them in the relevant timetabled slot. Study periods for sixth form should be used as such and any student struggling to focus in these circumstances should contact their tutor or their Head of Section who will try and help;

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asking any parent who is present to support study habits will be a good idea – as is handing over your phone to someone else in your household.

Please note that physical activity remains REALLY important and the PE department have designed activities which they will share with you to do during your PE lesson slots. They will also happily provide guidance for any student who wants to develop their own physical activity programme.

Classwork and associated homework will be set via Office 365/Microsoft Teams. Students are expected to do the work set by the times indicated on the Task. As far as is practicable, normal school rules apply and students are expected to give their full attention to their work during 'lessons'. We are mindful of the potential for screen fatigue during a period of remote schooling and work set will aim to offset this. Hence it is unlikely that a student will be expected to be at a screen all day, in any year group. Any student or parent concerned about 'screen fatigue' should contact the relevant Head of Section.

Technical provision is available for individual music lessons. Arrangements are the responsibility of parents in liaison with VMTs.

All students are expected to continue to abide by the Acceptable Use Policy

4. Communication with teachers.

Students **must check their email regularly** and at least once a day. They should use email/Microsoft Teams to ask questions of their teachers and must not, for example, simply assume that not finding a relevant task means they have nothing to do.

Even more than usual, during a period of remote working students need to take responsibility for their learning and ensure that they make appropriate progress through the material.

Subject teachers will explain to students how they should save and submit work. If students have any concerns about this or about the nature of the work set they should contact their teacher. St Helen's email protocol applies and students should not expect staff to be in communication before 7.30am or after 6.00pm on school days or at any point over the weekends.

5. Being online. Students should be appropriately dressed for school when online and should be in an appropriate venue for online learning. The Teams Chat function is for school business and not social business

6. Joint teaching with Abingdon School. Teaching will continue in joint teaching groups, as much as possible. Abingdon students have access to St Helen's O365 and Teams via https://portal.shsk.org.uk

7. Any queries relating to technology, should be sent via email to remoteschool@shsk.org.uk

Parents

We will provide purposeful work to all year groups and the nature of this will continue to be as varied as is possible. Please be assured that any updates regarding assessments (internal) and public examinations / qualifications / Higher Education would be communicated as soon as information is confirmed by external authorities.

We will continue to run systems of reward during the period of closure because we are mindful of the pastoral impact self-isolation/school closure could well have.

We ask you to note that some ongoing disruption is inevitable as staff manage their own health considerations, children working from home and vaccination appointments (which will be given priority over all work-related responsibilities). Any plan will necessarily be subject to change and update as situations unfold but we draw confidence from the fact that we have successfully done this before and we will do so again.

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1. Support for students.

Parents should encourage and support student work by ensuring, as far as is possible, that the structure of the timetable is maintained at home, that students have appropriate spaces and materials to complete their work and that the work set (for class and for homework) is completed and submitted as appropriate and as required by individual teachers. Break and lunchtime should be used for downtime, following the timings of the normal school day.

Technical provision is available for individual music lessons. Arrangements are the responsibility of parents in liaison with VMTs.

Please do use remoteschool@shsk.org.uk to flag up any tech issues. We recognise that this will be particularly important for Year 5 and Year 7 and all new joiners who may not be as well-versed in online schooling.

2. Communication with form tutors.

Whilst form tutors will seek to be in regular contact with students, parents are asked to take the initiative and notify form tutors quickly if they see particular issues emerging. It may also be appropriate for parents to communicate directly with teachers or the relevant Head of Section over some matters. St Helen's email protocol will continue to apply during a period of closure and parents should not expect staff to be in communication before 7.30am or after 6.00pm on school days or at any point over the weekends, unless it is an emergency.

Please note that contact from staff via email during this period will be determined by staff timetables and other commitments.

The focus of this remote working period will be curriculum delivery and expectations of communication should be informed by this.

Please do keep us informed of any family news that may directly impact on your daughter's well-being and engagement in school life; we do not want to be pursuing a student for work if there is a pastoral reason why work is not possible at that time. We want to keep working as a community.

3. Absence Reporting.

Parents of students in **all year groups** should inform school as is usual practice for absences (email to attendance@shsk.org.uk cc tutor). This is extremely important in supporting the remote monitoring of student work and progress. The attendance team will follow up absences with parents.

4. Parental involvement during lessons.

Please note that the same rules of communication apply as if this were a regularly taught lesson, meaning that the interactions in the lessons are between the teacher and students alone.

Any queries relating to technology, should be sent via email to remoteschool@shsk.org.uk

Communication:

The School will aim to publish a Weekly Mailing every Friday during term time and as usual an email will be sent to notify when it is available in the Parent Portal. Email will be used if messages need to go out in between Weekly Mailings; in what is likely to be a fast-moving situation this is likely. ClarionCall text messages may also be used for any more urgent messages. Please ensure that the School holds the most up to date contact details for your household.

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