LEARNING TEACHING & ASSESSMENT POLICY
For Remote Learning 2020-21

Dormers Wells High School

Maths, Computing and Applied Learning Specialist College
& Leading Edge School

Ratified by Governors	
Review Date	
SLT Responsible	P Cohen

Contents:

The following policies should be read in conjunction with this policy:

a) The whole school Teaching, Learning & Assessment Policy
b) Behaviour for Learning Policy – please ensure you have read the addendum **Here**
c) Curriculum Policy
d) Child Protection Policy (Safeguarding)
e) Continuing Professional Development Policy
f) Gifted & Talented Policy

g) Home Learning Policy
h) Literacy Policy
i) SEND policy

In addition the following Government guidance should also be read:
Remote Education - Good Practice
Safeguarding and Remote Education

Dormers Wells High School is a Learning Community

As a school we believe it is fundamental to our achieving an ethos of challenge and support that we project the whole school as a learning community. We believe, as a community of learners, we have a fundamental duty to ensure everyone associated with the school sees themselves as a lifelong learner and this also applies to any period of remote learning that the school has to undertake.

1.1 Rationale:

In the event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning using Microsoft Teams as the main portal.

Extensive remote learning would apply in the following situations:

- The school is closed or partly closed due to government advice to do so in order to reduce the spread of Covid19 amongst students and staff
- When a year bubble / or other bubble is in need of self-isolating due to guidance given by Public Health England

Lesson resources and the set home learning will be provided:
- When students have been in contact with another student who has tested positive for Covid19 and then under Public Health England guidance we are informed that they must self-isolate for a period of time
- When a student is on an exclusion for a short period of time work can be provided remotely (the work is likely to be photocopied and sent via post on the first day of exclusion) however, if follow up work is required, this may be the most convenient and quickest method for the student to receive it)

Remote learning may also be appropriate in the following situations:

- When a student is absent due to a long term illness but the student is still able to complete work at home

Remote learning will not be provided for the following reasons:

- Students who are absent, with or without parental permission, in contravention to school and government guidance or students whose parents keep them at home as a " precaution" against an outbreak of an infectious disease against the school and government guidance
- Students who are taken on holiday during term time

1.2 Our vision for remote learning: Our school for the future

Dormers Wells High School's vision for remote education continues to be rooted firmly in the school's overarching aspiration **'Opening the door to success'**. It reflects our intentions to continue to meet the challenges of 'Helping Children Achieve' despite not being able to attend school in person.

2. Great remote Learning at Dormers Wells High School is where students are:

- set assignments so that they have meaningful and ambitious work each day in a number of different subjects
- have lessons that are planned and well-sequenced within the curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provided with frequent, clear explanations of new content, delivered by a teacher in the school or through carefully selected high quality curriculum resources and/or videos
- have teachers who gauge how well students are progressing through the curriculum, using questions and other suitable tasks and regularly check and mark work
- have teachers who adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- receiving a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers

2.1 Expectations of our Teaching Staff

To ensure a quality first remote learning experience for our students our staff will:

- have high expectations of themselves and take responsibility for the remote learning of all students in their classes
- keep up to date with research evidence about best practice with regard to remote learning
- deploy a range of strategies to support student learning remotely
- provide regular feedback (written and/or verbal) to support learners to further progress
- use the class data to support their planning to meet the needs of all learners
- plan and set regular purposeful home learning (see home learning section)
- take responsibility to ensure they are confident in using online resources and platforms such as Microsoft Teams, Microsoft Stream, Microsoft Forms and GCSEPod(where they are not confident, staff are expected to actively seek training and guidance)
- seek advice from specialist staff on the needs of particular students including working with TAs via a private channel to deliver targeted support
- apply evidence from prior data and prior learning of students to support students' progress and in order to continue the development of their critical thinking
- take responsibility for developing literacy, numeracy and ICT across the curriculum – specifically in their own area. Staff understand that high standards in these are the responsibility of all teachers
- understand their own contribution to the development of students' key skills and attributes: namely, literacy and communication, numeracy, and ICT

- establish a remote classroom climate, which is safe for students: so that all students can feel comfortable taking risks and meeting new challenges remotely and where learning is still an enjoyable process

3. Development of teaching staff:

In order to support the development of staff expertise with the use of our online platform regular training has been given both within staff training slots and in other designated sessions. There is an open door policy in terms of staff being able to approach any member of the IT support team for assistance. A number of in house training videos have been developed to support all staff with their professional development of remote learning.

4. Curriculum Leaders (CL)

The principal focus for all CLs with the development of remote learning and teaching within their department is monitoring the quality of the remote teaching & learning to ensure consistency across all team members. In addition, to support team members who require training or identify other colleagues who can offer the technical support their colleague requires to become confident.

4.1 Curriculum Leaders (CL) must during remote learning:

- ensure their team members are still following the Schemes of Work and assessment tasks agreed as a department
- regularly lead the Curriculum team in levelling work against age related expectations (standardisation & moderation) for any online assessment carried out
- enable regular department discussions remotely to focus on promoting achievement and result in actions that challenge underachievement
- Curriculum Leaders must liaise with Year Leaders, Line managers, and other "key workers" if required
- use appropriate actions to support students and staff in challenging underachievement bearing in mind the context of remote learning

5. Year Leaders (YL) must during remote learning:

- continue to use a variety of sources of information to have an overview of achievement and progress levels within their year group
- liaise with students, staff and parents / carers and take action to tackle underachievement where patterns can be identified for individual students across subjects bearing in mind the context of remote learning
- action interventions to maintain excellent levels of engagement with online learning
- hold weekly remote assemblies which promote our school values and create opportunities for self-reflection
- reward and praise students' efforts / work / achievements and celebrate success within the Year Team group on Microsoft Teams

6. Assessment

- Assessment should be formative and used to inform learning
- Assessment for Learning' strategies should be used for all students.
- Home learning must be planned, clear and meaningful and uploaded to Microsoft Teams (see Home Learning section below)
- Where students do not have access at home to computers etc assessments must be photocopied and posted home
- Effective assessment and marking of work are fundamental to successful learning and teaching and all assessment information should be used formatively
- Assessment will take place across all subjects but will vary in the manner it is set e.g. Microsoft Forms, Microsoft Teams etc
- It is important to ensure that the design of multiple choice questions (if these are to be used as part of an assessment) are carefully constructed - please see this link https://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/

6.1 Home Learning
- All home learning will be set via TEAMS
- Label any task that refers to home learning as "Home Learning" + title – this will support students to differentiate between their normal class assignments and home learning – set home learning via the Assignment tab
- Ensure that students receive individual feedback for identified home learnings
- Ensure home learning is scaffolded where applicable so that all students can access (SEND / LAPS / EHCP)
- Think about regularly setting pre–reading and prep tasks as part of home learning to support not only students' study skills but also to allow you to maximise time when you have contact with them either face to face or online
- Target your home learning (via Teams) to support embedding retrieval practice of previously taught topics / material

7. The Importance of Providing Feedback and Marking during remote learning

- Feeding back on students' work in all subjects is regarded as a regular means of communication with students about their individual progress.
- This communication will be in a form, which is clearly understood by the individual student and their families.
- The feedback on progress that this represents informs the next step in the learner's learning.
- Regular opportunities within remote learning should be planned by the teacher to allow students specific time to respond to the written/verbal feedback they have received. (DIRT - Dedicated Improvement Reflection Time)
- Marking for Literacy – All staff must continue to provide specific feedback to students that will help them to improve their uses of Literacy across all subjects. The use Standard English (grammar and spelling) in the written and spoken form must be continuously addressed within the remote learning – the literacy codes to be used will remain the same as those used when teaching in school.

7.1 Responsibilities for Marking

It is the **responsibility** of the **Leadership Team** (LT) to:

• ensure that all Curriculum Area teams have an agreed remote feedback and marking frequency
• monitor the consistent use of the policy across Dormers Wells High School

It is the **responsibility** of **Curriculum Leaders** (CL) to:

• design subject-specific marking policies for remote learning within their curriculum area
• implement the remote marking and feedback policy when required Including appraising/adjusting key assessment dates to ensure that staff can manage online marking in order to gather meaningful data.
• monitor the consistent use of the policy during remote learning periods
• ensure that the centralised and standard system of recording and preserving marks and assessment levels on Go4 Schools continue to be moderated and accurate during the remote learning period by each member of their team

It is the **responsibility** of all **classroom teachers** to:

• ensure that all class work and appropriate home learning in whatever form is marked regularly according to the Curriculum Area team's remote marking policy
• ensure that when marking takes place any unfinished work is subsequently completed
• keep a record of marks and levels achieved in accordance with the agreed procedures within the
  Curriculum Area Team and that Go4Schools is kept updated
• explain the marking and assessment grading system to students

7.2 Presentation Expectations for students will remain the same regardless of the fact that remote learning is in place:

• All teachers must ensure that the work that is presented by students is of the highest possible standard at all times in line with our Pride in Presentation ethos. The following expectations must be reiterated to students when completing work remotely:
• The date will be written on the top of the page on the right hand side
• The title will be written on the next line
• Date / Title will be underlined
• Writing will be on the lines in the exercise book starting on the left next to the margin
• All writing will be in blue or black. Green will be used when responding to teachers' feedback. Diagrams will be drawn in pencil and labelled in pencil or pen. Different colours may be used for creation of mind maps etc
• All work will be presented neatly. If a mistake is made a neat line is put through it
• The margin will be used for question numbers/correction of spellings
• There will be no graffiti or doodling in the exercise books or their covers

8. Safeguarding Protocol for Live Teaching via Remote Learning

Parents and students will be informed of the key points.

- Microsoft TEAMS will be the only system to be used by staff and students
- Students or teachers will not share private or personal information
- Cameras must be turned off for the students and staff
- Any computers used should be in appropriate areas, not bedrooms.
- Students must not communicate with teachers through their personal email account. All correspondence needs to be through TEAMS. Sixth formers can use their school email
- Students must not take screen shots or video recordings of their live/virtual lessons. This is strictly prohibited. Live lessons will be available on the stream
- Students and staff will always maintain a very high level of professionalism and treat any online lesson in the same way as they would treat a normal classroom lesson
- All live/virtual classes will be recorded by the member of staff so that if any issues (e.g. misbehaviour, an allegation etc.) were to arise, the video can be reviewed
- Recorded lessons will be posted on TEAMS for students who did not attend
- Teachers need to check that any other tabs they have open in their browser would be appropriate for a student to see, if they are sharing their screen
- Staff should not have any 1:1 virtual teaching sessions
- Staff will consider the needs of vulnerable pupils and SEND students

9. Guidance for Online Lessons linked to research
   Setting work in Full Lockdown

- All students will follow their normal school timetable for each day
- All lessons will be "Live" with the subject teacher either leading the lesson or available to respond to questions and to support students with their learning while they are completing tasks
- All work is set for students via the Assignments tab on Teams.
- All work set will be based around a central PowerPoint so that students are not dealing with numerous attachments and instruction sheets
- Students will be given an appropriate amount of time to complete their online work, therefore supporting students who do not always have access to a computer/laptop
- Assignments should be challenging, but short and manageable
  Our expectations of students remain high – Our live lessons will replicate as much as possible normal face-to-face teaching ensuring the same curriculum coverage as if the students were in school. Therefore, students will have a blend of online and non computer based activities to complete and will often be expected to work independently during live lessons with the teacher available should they require assistance.
- All staff are conscious that there may be a limited number of devices available in a household being shared between students. To anticipate for these cases, as stated in the above bullet point, teachers will set a range of on and offline tasks so students can plan to share access.

Teaching quality is more important than how lessons are delivered

Evidence says that students can learn through remote lessons, but the elements of effective teaching need to be present; for example, clear explanations, scaffolding and feedback.

- The Education Endowment Foundation offers the following useful guidance for structuring online lessons in 'five steps': EEF online lesson planning. This should be used to provide ideas for lesson planning, but it would not be expected that a teacher covers all of these stages in each lesson.
- Knowledge organisers, key word lists and revision resources should be used to prep students before lessons and allow students to revise and master the content after the lesson as part of the overall schema.
- Lessons should start with a short review of prior learning and frame the lesson with the bigger picture (purpose of the lesson, where it sits on the curriculum, the assessment that students are working towards).
- Where appropriate, high quality and short model responses should be provided.
- Activities should be short and manageable: for example; 5 key facts, look/cover/write/check/repeat, comprehension questions.
- For research or revision tasks, students should be directed towards credible online sources, rather than being asked to 'research' a topic in a general way.
- Literacy: Support students with vocabulary gaps and the use of academic and formal language:
  - Provide multiple opportunities for reading and writing in early lessons
    - Increased use of writing scaffolds; for example, sentence starters, writing frames and graphic organisers
    - Teach tier 2 and tier 3 vocabulary and model its use through discussion
- Peer interactions can provide motivation and improve learning outcomes. While this may be more the case for KS4/5 students, it can also benefit students in KS3. This could involve:
  - Sharing models of good work
  - Constructive feedback discussions on the Teams chat page as a form of peer assessment - Opportunities for live discussions of content
- Supporting pupils to work independently can improve learning outcomes. This could involve metacognitive approaches such as providing checklists and weekly schedules for covering specific content.

9.1 Support teaching and learning through technology
- Use standard fonts (Calibri, Arial, Tahoma, Times New Roman)
- Use a plain background, without unnecessary background graphics, which can be distracting
- Minimise the amount of information on each slide (too much can overload their working memory)
- Diagrams alongside text can help learners build schemas and connections to link knowledge and ideas. See advice on dual coding.
- There are benefits to online 'live teaching' and alternatives; what matters most is whether explanations build clearly on prior learning or how students are subsequently assessed. In the event that students are expected to work remotely, it is expected that there is a level of verbal interaction from the teacher.

Teaching strategy	Benefits	Linked examples
		Sociology

Voiceover PowerPoint slides ([video instructions](#)) are the minimum expectation.	This provides additional guidance for students in a way that they are familiar with from inschool lessons (e.g. explaining a complex diagram).	lesson Biology lesson
Recorded lesson: this can take place through [Microsoft Stream](#) or through a call on Teams, which gets saved to Stream.	Students can pause the video when they choose, allowing for time to complete individual tasks, which lends a level of interaction. Teachers can ask students to pause at specific points.	'demonstration for teachers – y8 lesson'
Live lessons: a call is made on Teams. Cameras must be switched off and the lesson must be recorded for safeguarding. Students not present can then watch the video later. Please see the Appendix to read the safeguarding protocol for live lessons.	Students can contribute and receive feedback from teachers in real time (through their microphones or the 'chat' function). It also lends itself to collaboration and peer feedback.	maths lesson maths lesson
Visualiser use: this would involve the teacher sharing their screen while carrying out a demonstration (e.g. writing, diagrams, maths working, marking examples).	This provides the level of teacher-modelling that students are familiar with from in-school lessons.	'N13 WiFi' 'Q2 Queue Algorithms'
Class Notebook: this is a digital notebook on Teams where the whole class to store text, images, handwritten notes, links, voice and video.	It allows the teacher a 'read only' space to post material, a private channel for students to submit work and the teacher to feedback and also a collaborative space for students to work together.	Science Science Science
Stream channel: a department creates a channel on Stream for short videos of key concepts or key tips. This can be made using video software like OBS which records your screen, allowing you to flip between PPT and visualiser, or using any recording device.	This can be returned to each year for all students, including when the school is open as normal. It sets clear expectations for how work should be approached at home; for example, modelling a series of 'How to' videos for deconstructing exam questions, or model writing or reading.	Science department

9.2 <u>Useful links:</u>

How to install PPT, Word or other Office apps on Office 365.
How to creating voiceovers in PPT slides.
How to insert hyperlinks into a PowerPoint.
General guidance for setting work on Teams.
How to set an assignment on Teams.
How to upload to DWHS Learning Resources.
Advice for supporting SEN students in online lessons.

<u>Sway tutorials:</u>

1. Creating a Sway
2. Adding and deleting sections
3. Adding and moving text
4. Inserting images
5. Inserting Videos
6. Embedding powerpoint and word files
7. Changing the default layout and theme
8. Using a stack
9. Share to collaborate
10. Share to view for students and parents

Reviews and Operation of this Policy

The Governors have overall responsibility for the operation of this policy and it will be reviewed annually.

Signed: _____ Date: _____

Chair of Governors: Tan Afzal

Signed: _____ Date: _____

Headteacher: Róisín Walsh