

EMMANUEL COLLEGE

Excellence in the Remote Curriculum: March 2021



Introduction

Ensuring excellence in our remote learning environment is essential to the successful delivery of our curriculum this academic year, in a context in which significant numbers of students are likely to be self-isolating. Our approach to the remote curriculum is to ensure that students:

- Access the curriculum **fully** at home; no students should be left behind due to their individual circumstances.
- Make exemplary progress **through** the curriculum remotely, gaining both *substantive* and *disciplinary* knowledge to support their understanding of threshold concepts.
- **Gain** new knowledge in line with what their peers are learning in the classroom.
- Can **apply** this knowledge through a range of tasks and activities that to ensure new knowledge is embedded, and which students can then receive appropriate feedback.
- Can easily **contact** teachers in a secure environment to ask for guidance and support.

DfE Expectations

The Department for Education (DofE) have set out guidelines as below:

All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day. Where secondary schools are operating a phased return of pupils in the week commencing 8 March to allow for testing that week, we expect schools to provide remote education for all pupils not yet expected to attend on-site.

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and should include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

As a minimum you should provide...Key Stages 3 and 4: 5 hours a day

Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school-led video content.

What are schools expected to do?

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to:

- *teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum*
- *select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at get help with technology*
- *overcome barriers to digital access for pupils by:*
 - *distributing school-owned laptops accompanied by a user agreement or contract*
 - *providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work*
- *have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern*

- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education

When teaching pupils remotely we expect schools to:

- set meaningful and ambitious work each day in an appropriate range of subjects
- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - providing scaffolded practice and opportunities to apply new knowledge
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- avoiding an over-reliance on long-term projects or internet research activities

Further details can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf

A non-statutory 'best practice' guide is available here:

<https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education>

Emmanuel College expectations

Therefore, the College is committed to ensuring that all students who are working remotely have access to:

- An ambitious, knowledge-rich curriculum that allows all students to acquire and apply knowledge and expertise, with a clear *intent* shared between staff and students;
- A straightforward *delivery* of said curriculum, prioritising expert teacher instruction and student retrieval and, and exemplary teacher feedback as well as,
- The expert use of valid and reliable assessments that accurately gauge students' progress through the curriculum and serve the purpose for which they were created.

Our expectation is that *all teachers* ensure that remote lessons:

- **Accompany and replicate the curriculum** which is being delivered in the classroom. Students should be making progress through the same curriculum as their peers in school.
- **Take account of the difficulties all students face while working** at home without direct staff input, and adapt resources appropriately, clearly explaining the work that students need to complete
- **Utilise our online learning platform**, ITSLearning, to set classwork for students working remotely. Work should be clearly labelled and instructions given to students about how, and what they need, to complete. This could be through the use of individual messages or mass messaging to the class. Students and parents should be able to access this with ease.
- **Have a set structure as to how work will be taken in and assessed** and how feedback will be given. If whole class feedback is given on practice activities in class, could this also be highlighted to the students working from home to support them in their progress? Work should be submitted every lesson.

All *teachers* should also consider:

- A place in which curricula resources, including knowledge organisers and curriculum maps, can demonstrate to students and parents the next step in their learning journey. This is likely to be taken on a departmental level.

Our expectation is that *parents and carers*:

- **Do all they reasonably can** to ensure students are accessing our online curriculum via ITSLearning, contacting the college if there is an issue.

- **Support the College** in our expectations for completion of work. Holding students to account for daily routines and work completed.

Our expectation is that all *students*:

- **Fully engage** with their timetabled lessons each day, if they are well enough to do so.
- Ensure **work is submitted** in the way in which the staff member has requested, on time and in line with expectations.
- **Fully engage with instruction and practice** elements of the lesson, ensuring work is completed to an appropriate standard in line with staff expectations.

How do we aim to achieve this?

All students are expected to contact their tutor during AM registration, before 8:30 via ITSLearning. Students who have not messaged via ITSLearning by 8:30 should be directed to the relevant Head of School.

Students must keep up to date with all work set, as this is a critical learning phase for all students in College. It is vital that students maintain the routine that they have developed since the start of this term, and work between 8:30am and 4:00pm during the days they are self-isolating. Students who are self-isolating are highlighted on SchoolBase with an 'X'.

Key Stage 3 and 4 (Year 7 -11) - Students should be set work in line with the curriculum via ITSLearning for each missed lesson. Clear instruction should be given to students on what they need to complete, how they need to complete it and how the work should be handed in. Where possible, recorded video and instruction, either from their teachers or from other sources (such as Oak National Academy), should be included to enhance the *instruction* part of the curriculum. Putting recorded lessons online is permitted. Students are expected to be online and ready for all lessons during the day. **Students are expected to submit their work to their teacher at the end of every lesson.**

Key Stage 5 (Year 12 and 13) - Most of their lessons will be broadcast via Zoom, and live attendance at these lessons is mandatory. Sixth Form students should communicate regularly with their teachers via ITSLearning to ensure that they complete all set tasks as directed by staff. It is our expectation that Sixth Form students return to College up to date with their studies. Specific guidelines for Zoom lessons will be communicated to Sixth Form teachers.

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. Such as, but not limited to:

- 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.

Ensuring access - IT provision

The College has purchased laptops for all Year 10 and 11 students so they can work remotely if necessary and access all aspects of the College's remote learning provision. Year 11 laptops arrived in August 2020 and Year 10 laptops arrived in January 2021 and have been distributed to all students. Students in Sixth Form and the Lower School, who do not have access to a laptop have also been provided with a DFE provided laptop or a school one. If circumstances change, resulting in a lack of remote access, there is a system in place, in which parents should contact the relevant Head of Year in the first instance.

Keeping safe

There is specific guidance on how to stay safe when teaching in a remote learning environment. It is available as a link in the Safeguarding Policy. There is an appendix to the Behaviour and Discipline Policy making clear the steps to take if there are conduct concerns from students in the 'remote environment'.