

Remote Learning Procedures



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 to ensure new knowledge is embedded, and for which students can then receive appropriate feedback.
- Can easily **contact** teachers in a secure environment to ask for guidance and support.

When teaching pupils remotely teachers should:

- 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, and eliciting 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 students' needs and addressing any critical gaps in student knowledge*
 - *avoiding an over-reliance on long-term projects or internet research activities.*

Emmanuel College expectations

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 exemplary teacher feedback.
- The expert use of valid and reliable assessments that accurately gauge student 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, teachers should consider how this could also be highlighted to the students working from home to support them in their progress. Work should be submitted for 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 we aim to achieve this

- Parents of students who are self-isolating should contact College to inform the school of the student's condition and the length of their self-isolation.
- The Attendance Officer informs staff and Heads of Year that a student in their class is self-isolating and staff should set work on the VLE (ITSLearning).
- Students should message their tutors on ITSLearning every day to check in and inform their tutor of any difficulties they are experiencing.
- 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 Bromcom with an 'XO2' (awaiting results of a PCR) or 'IO2' (a confirmed positive PCR result).

- **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.

Students who are suffering with illness

While many students are asymptomatic during periods of self-isolation, it is recognised that some students may be suffering with symptoms which prevent them from completing online work. Staff will be sympathetic to this and adjust the expectations accordingly. It is important that parents keep the College informed of their child's condition and ability to complete online work. This can be done by contacting College reception either by email or telephone.

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 students 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. Laptops for Year 11 students 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 whereby parents should contact the relevant Head of Year in the first instance.