Learning during Lockdown

Guidelines for 2020-21 Whole or Partial School Closure(s)

Learning during lockdown
B Garner

Context
The planned full re-opening of schools in England and Wales in September 2020 brings with it a number of scenarios that may result in a short-notice, full or partial closure resulting from a national or local spike in confirmed Covid-19 cases. These comprise:

■ Tiered interventions as defined by the Department for Education and outlined in Appendix C (Please note Tier 3 & 4 interventions are the same for secondary schools).

■ Individual learners who are unable to attend school following confirmation that they have contracted Covid-19 or who have been requested to self-isolate as a precautionary measure.

■ Individual members of teaching staff who are well, but who are unable to attend school because they have been requested to self-isolate as a precautionary measure.

For each of the above, our primary aim is:

> **For quality-first remote education to align as closely as possible with our in-school provision in allowing learners to continue mastering the curriculum and make good progress**

Aims of guidance
To provide a contingency plan that allows teaching staff to instantly adapt their pedagogy during periods of full or partial school closure in a way that minimises disruption to learning.

To ensure that there is consistency across the curriculum in the typical experience students receive in teaching and learning during periods of full or partial school closure.

■ Tier 3&4 intervention: Whole School Closure(s)
Under Tier 3&4 of the *contain framework* we will be required to deliver remote learning to all students whilst remaining open for vulnerable and Key Worker students. This will instantly trigger a transition to remote teaching and learning (note – Key worker and vulnerable students will follow the same remote learning as their peers but in the 'pop-up school'). The Department for Education expects schools to *provide learners with 'equivalent length to the core teaching that they would receive in school, ideally including daily contact with their teachers'*. With this in mind, staff and students will follow their daily timetable, completing option 1 wherever possible and option 2 as a back-up, as per below:

Option 1

40 minutes of live Zoom/Google Meets teaching followed by 20 minutes of independent work

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As a minimum, students should be provided with at least one live lesson with each of their teachers in each of their subject areas, per week. Where students have only one timetabled lesson per week in a particular subject, they must be provided with a live lesson once per fortnight with their teacher. Students are expected to attend live lessons when these take place.

Teaching staff are encouraged to select option 1 wherever this is possible and only use option 2 as a back- up.

Option 2

60 minutes of independent work, with students using resources uploaded by their teacher(s) on Google Classroom, including narrated PowerPoint / Loom presentation produced by the class teacher in every lesson.

Examples:

Mr B has Y7 RP once a week. For this week's lesson on Wednesday, he plans to upload work to Google Classroom. Next Wednesday, he plans to hold a live Google Meets lesson. His class have therefore had one live lesson over the fortnight in RP.

Mr Z has Y10 English four times a week. This week, he plans to hold three of these lessons via live Zoom, but use the remaining lesson to request that students complete work that he has uploaded via Google Classroom.

Mr S and Mrs F share a Y12 English Language class. Mr S plans to hold a live Zoom with this class on Thursday and is also happy and able to hold a live Zoom with this class on Friday. Mrs F plans to hold a live Zoom on Tuesday, but plans to upload work to Google Classroom for her Thursday lesson. This class have therefore had at least one live Zoom with each teacher during the course of the week.

(Please see Appendix A for guidance relating to quality-first remote learning)

Logistics:
>Guidance permitting, staff may choose to deliver live lessons from in school.
>Live lessons may involve use of camera/video audio, or audio alone. This is discretionary.
>Live lessons should not be recorded.
>Live lesson links will be issued by the class teacher via the group's Google Classroom page.
>The class teacher will keep a record of attendance, preferably via SIMS.
>Absentees will be recorded on SIMS, or attendance should be notified as soon as possible.
>The principles of the behaviour policy continue to underpin remote teaching and learning.
>There is no expectation for students to be set homework during whole-school lockdown.
>The raising of safeguarding concerns should continue via CPOMS, as per current practice.
>Curriculum Leaders should oversee the quality of provision across their subject area(s).

A copy of the resources used during a live lesson as part of option 1 above, should be uploaded on to Google Classroom by 5pm on the day the lesson is timetabled to take place.

Where option 2 is used, work should be scheduled to upload to Google Classroom for the beginning of the timetabled lesson at the very latest.

■ Tier 2 intervention: Two Week Rota Closure(s)

A Tier 2 closure will instantly trigger a transition to remote teaching and learning on a two week rota basis. A selection of year groups will be taught in school for two weeks whilst the other year groups will be taught remotely for two weeks; this will then flip. Staff and students will follow their daily timetable, with live lessons the expected mode of delivery for those students who are at home.

> 40 minutes of live Zoom/Google Meets teaching followed by 20 minutes of independent work

A copy of the resources used during a live lesson should be uploaded on to Google Classroom by 5pm on the day of the lesson is timetabled to take place.

(Please see Appendix A for details relating to quality-first remote learning)

Logistics:

>Staff should seek to use their timetabled classroom to deliver their live lesson
>A portable device can be loaned to colleagues in school where class PCs have no camera
>Live lesson links will be issued by the class teacher via the group's Google Classroom page
>The class teacher will make a record of attendance, preferably via SIMS.
>Absentees should be recorded on SIMS, or attendance should be notified as soon as possible.
>The principles of the behaviour policy continue to underpin remote teaching and learning.
>Homework should continue to be set in line with department policy.
>Colleagues are encouraged to set homework in a way that is sensitive to their own workload.

■ Provision for individual students unable to attend school

Teaching staff will be notified by attendance/HOY where a student is self-isolating through having contracted Covid-19 and/or who has been asked to self-isolate as a precautionary measure. A specific SIMS code will also be used here. Where a student is able to complete work:

The student's tutor or Head of Year will be the main point of contact in coordinating work and in communicating with parents where necessary and appropriate to do so.

As per Department for Education guidelines, a student who is unable to attend school through having contracted Covid-19 and/or who has been asked to self-isolate as a precautionary measure must continue to have access to the same quality-first teaching and learning that their peers in school receive. In cases of student absence relating to Covid-19:

>Any presentation used in class should be uploaded to the class GC page by 5pm on that day
>Resources used during lessons missed should be uploaded to GC by 5pm on that day
>Clear instructions on GC provide guidance on what work should be completed
>Clear instructions as to how work should be submitted, where appropriate.

Individual teaching staff who are self-isolating as a precautionary measure

Colleagues who are well, but who are self-isolating as a precautionary measure should seek to continue following their teaching timetable from home, completing a mixture of options 1 and 2, below, with their students in school under the care of a cover supervisor.

Option 1

40 minutes of live teaching followed by 20 minutes of independent work

Option 2

Students complete 60 minutes of independent work, set by the class teacher in consultation with the HOD, as per current practice

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As a minimum, students should be provided with at least one live lesson with their self-isolating teacher per week. Where students have only one timetabled lesson per week in a particular subject, they must be provided with a live lesson with their self-isolating teacher once per fortnight.

Students are expected to attend live lessons when these take place.

Teaching staff are encouraged to select option 1 wherever this is possible.

(Please see Appendix A for guidance relating to quality-first remote learning)

>Live lesson links should be labelled clearly & emailed to cover@ by 7.30am each day.
>Cover Supervisor to set up live lesson link in classroom in allowing class teacher to dial-in.
>Cover Supervisor to complete the class register for the group via SIMS.
>Head of Department will liaise with class teacher in coordinating work where option 2 is used.
>For sixth form lessons, a responsible student should log on to the classroom computer in launching the live link which will enable the teacher to dial in.

Appendix A

Quality-first remote learning

Suggested format for live lesson instruction:

5minutes – register and reminder of etiquette

35minutes – direct instruction, including appropriate modelling and guided practice

20minutes – independent work, focusing on deliberate practice / application

Plan

Quality-first remote learning experiences are activated with the end in mind! Our resolve to ensure that every single one of our learners thrives in their progress and attainment outcomes begins with an approach to planning that allows learners access to meaningful and ambitious work in all of their subject areas. As per DfE guidelines, long-term project work and internet research activities should not be overly relied upon.

The DfE expects schools to *'use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that this is linked to the school's curriculum expectations'*. The sequencing underpinning the delivery of teaching and learning across our school curriculum may need to be appropriately adapted to enable remote learning to be effective, but it should not need to fundamentally change. Curriculum teams should, therefore, reflect upon and identify where appropriate alterations to their sequences of learning might and can take place, but with a view in mind to enabling students to fully complete their learning journey in a way that minimises the impact that a whole or partial school closure might have. Effective remote learning should seek to seamlessly link 'pre' and 'post' lock-down classroom experiences; the journey should be smooth!

Quality-first remote learning seeks to provide a personalised experience to each learner as they study from home. Curriculum teams should ensure that planning carefully considers the difficulties that younger learners, and those with SEND, might experience in attempting to complete work without adult support. This will help to minimise the risk of progress gaps emerging and widening.

Depending on the length of a lock-down experience, curriculum teams may need to consider what the priority areas in what is taught and learnt are, as well as what is most/least appropriate for students working remotely to cover. Considering how any gaps in knowledge and skills are identified and tackled once back in the classroom, should continue to be planned carefully *(see 'Gauging the Miles' document here)*. Students' recognition of how what they are learning remotely links to what they have covered previously, and what is to come next, are key to ensuring continuity in progress over time.

Curriculum teams should ensure that a plan is in place to enable learners who do not have suitable online access from home, to have access to the necessary resources in hard copy.

☐ Live, on-line teaching should begin with a thoughtful review of what students learnt previously. Can students 'connect the dots'? How will you know that they can/cannot? How will this guide what is covered today?

☐ New material should be introduced in small, sequential steps, with a range of appropriate examples modelled along the way. Learners should be absolutely clear about what they must know and what they must be able to fluently do. Open-ended, closed-ended, high and low-order questions should be used to keep students participating and most importantly thinking and learning. This is particularly crucial in preventing students from passively observing live, on-line lessons, rather than thriving during them! Gauging how well learners progress through the curriculum is fundamental here.

☐ Considered use of resources can help spark interest, promote deep thinking and secure learning in long-term memory. Images, clips, extracts of text and diagrams are obvious winners if used in an engaging way. 'Breakout rooms' and the Zoom 'chat' function can also serve as useful tools. Always keep the question 'what do I want the students to get from this?' in mind so that time is used productively to promote learning.

☐ Might pairs or groups of students take the lead in on-line lessons by explaining and prompting discussion of work that they have collaboratively produced via google files including Docs and Slides? The 'share' function of such features can help to enable students to work together on the same document very effectively, possibly during the live lesson itself!

☐ Application of knowledge and skills in addressing increasingly complex problems is fundamental. How might time during live on-line lessons be spent allowing students to participate in examples of guided practice? How might this then take students forward in enabling deliberate practice to occur in developing fluency? Providing students with structured opportunities to write remains key during periods of remote, computer-based learning, where this can all too easily be missed.

SEND learners:
Adaptive teaching during remote learning experiences will help to ensure that progress and attainment outcomes for SEND learners remain ambitious and achievable. Google Classroom can allow teachers to post work to individuals or groups of learners, therefore enabling instructions, resources and tasks to be adapted and modified accordingly. Posting work to the class could be followed by the 'reuse post' option selecting essentially the same work, but with the ability to suitably edit this.

Device-specific accessibility tools can also be helpful for SEND learners, including:

> *Chromebooks have an accessibility menu on the dashboard that will allow the user to enlarge their mouse, use dictation tools, high-contrast screens and magnifiers. Google accessibility flashcards (produced by Cat Lamin) are available, along with reminders on how to differentiate with Chromebooks or the Chrome web browser* (E. Pass, 2020)

> *A speech-to-text dictation feature is built into Google Docs. By clicking on 'tools' and 'voice typing' in a Google Doc, a microphone icon appears, followed by a drop-down menu to allow a specific language to be selected. This can be useful for dyslexic students, or for some EAL learners. "Getting key ideas down on the page through voice can help to make larger writing assignments more manageable"* (E. Pass, 2020)

> *Google slides contains closed caption features and can be a useful option for deaf or hard-of-hearing learners.* (E. Pass, 2020)

Pass, Emma: 'The Hybrid Teacher Survival Guide' (2020)

Please remember the Inclusion Team are the best point of contact for colleagues wanting to know more about the ways in which SEND learners' needs can be met

Assess

Effectively **'gauging the miles'** in what students have actually learnt during lock-down experiences forms our ultimate criteria of success in what has been planned and taught. Effective use of assessment can help to secure this aim.

☐ Questioning is an extremely useful live, remote learning tool. The 'chat' or 'microphone' function are obvious features here. Remember to consider the following when thinking about your use of questioning:
- how can each question provide me with evidence of learning, rather than remembering?
-how can challenge be built into all of the questions that are asked?
-can this question be answered correctly by mistake?! How can this be avoided?
-can this question prompt students to recognise the interleaving of their learning?
-how might the response I get be used as the basis for the next question? And the next?
-have I provided enough of a foundation of knowledge to ask this question?
-do students' responses provide an evidence base in allowing me to confidently push on?
-does this question promote learning as well as stimulate thinking?

☐ Written and verbal feedback can be just as effective via remote learning delivery as it is in face-to-face classrooms. Curriculum teams should continue to follow their agreed protocols for providing students with teacher assessed written feedback. Opportunities for students to think and reflect upon the feedback they receive, before working to improve upon it, should continue to be provided in exactly the same way as they would be in classrooms. The use of online features such as Mote may well be a useful substitute for teacher written feedback.

☐ Feedback must ultimately allow students and staff to recognise what learners do and don't yet know; what they can and can't yet do. Adjusting pace in response to feedback is critical in ensuring that learners across the ability range do not stagnate. The main principles which underpin adaptive teaching apply to remote learning experiences in exactly the same way that they do in classrooms.

Implementation guidelines:

Quality assurance

It is vital that there is consistency across the school in the quality of remote learning provision students receive during a period of tiered intervention. Curriculum leaders should continue to oversee the quality of provision in their subject area(s) in the first instance. Developmental observations (DOs) will continue to take place where a Tier 3/4 full closure occurs or where a Tier 2 partial closure occurs. However, they will <u>not</u> take place during the first week of a Tier 3/4 full school closure. They will <u>not</u> take place during the first week of a Tier 2 partial closure, for the particular year group(s) concerned.

Morning registration

In order to provide as much structure to the day as possible, students should register with their tutor each morning during a Tier 3/4 or Tier 2 school closure. More specifically:

>Where a Tier 3/4 whole-school closure occurs, students should register, daily, with their tutor via Zoom/Google Meets at 8.40am. Tutors should issue a live Zoom/Meets code and record attendance on their group's Google Classroom page. The names of absentees should be emailed to attendance as soon as possible.

>Where a Tier 2 partial closure occurs, students should register, daily, with their tutor via live Zoom/Google Meets at 8.40am. Tutors should issue a live Zoom/Meets code via the group's Google Classroom page and record attendance via SIMS.

Friday pastoral periods

It is vital that students continue to access high-quality learning during their Friday pastoral period during a time of closure. In particular:
-Heads of Year will ensure that materials are prepared for use by tutors.
-Tutors should seek to deliver material prepared by the Head of Year via live Zoom/Meets.
-Heads of Year should upload a copy of the materials used to the year group's Google Classroom page by 5pm on the Friday that the lesson took place.

Staff CPD

The calendared whole-school CPD session on Monday 14th September will comprise a range of sign-up training sessions, including a focus on:
>Features of Google Classroom, including interactive PLCs, electronic submission of work etc.
>Using Mote to maximum effect
>Using the functions of Zoom, including break-out rooms
>Introducing Google Meets
>The features of Loom

Further information relating to this CPD meeting will be released shortly.

Troubleshooting:

How will I be notified about a Tiered Intervention?
This communication would be led by the Head teacher

How do I go about arranging for access to ICT equipment for use at home in the event of a Tier 3/4 full school closure?
Please would Heads of Department provide GV with the name of colleagues who do not have access to ICT equipment suitable for live remote teaching and learning, by Monday 7th September.

I have a number of students who are absent from the live Zoom lessons I am holding. Who chases this up?
Please notify the Head of Department / Head of Year as soon as you have concerns. They will advise you of the best course of action.

How do I deal with a student who disrupts my live lessons?
Please follow the school behaviour policy. Parents should be informed at the earliest opportunity. Please also keep the Head of Department and Head of Year informed.

I am due to deliver some live lessons today as part of Tier 3/4 whole school lockdown, but I am unwell. What do I do?
Please follow the usual absence policy, informing cover@ by 7.30am on the day that the lessons are due to take place. Please copy in your Head of Department and liaise with him/her regarding work that can be uploaded on to Google Classroom for students to complete.

Appendix C

Below are the different levels of intervention as outlined by the DfE on 28/8/20:

Tier 1
The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.

Tier 2
Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education

(FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 3
Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 4
All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Further information?
Should you have any questions or need clarification on any of the above, please don't hesitate to ask!