Remote Learning Guidance for Staff

Tiers of opening

Tiers	DFE Guidance for schools	In school	Remote learning – Blended Leaning
Tier 1	Fully open under Covid return plan.	School operates as usual with all students in each day and all week. There may be small numbers isolating due to Covid related illness.	Students who are self-isolating will continue learning remotely via Google Classrooms (normal classroom resources to support the delivery of the curriculum).
Tier 2	Partial closure in a case of a positive case with normal timetable and blended learning with lessons being delivered in school and students accessing audio of teachers at home. Move to rota model, combining on-site provision with remote education. Continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other children should not attend on site except for their rota time.	All staff in school delivering normal lessons to students in school. **And** 'Live lessons' delivered to students based on a normal timetable. 2 week rota (2 weeks in, 2 weeks off). Rota 1: Year 7, 8 and 11 plus Key Worker students and Vulnerable students. Rota 2: Year 9, 10 and 11 plus Key Worker students and Vulnerable students. **Or** In the event of a year group/ bubble self-isolating.	Students in school will follow their usual timetable. Students at home and those self-isolating will experience Blended Learning via Google Classroom as above with the addition of 'Live lessons' (resources with an audio only overlay). Communication between staff and students via Google Classroom and school email system.
Tier 3	Full-time on site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by DfE). Other students should not attend site. Remote education to be provided for all other students.	Critical worker students, vulnerable students and selected students (e.g. Year 11). Confirmation of which students are to access school to be made in conjunction with DfE and Public Health England.	Students at home and those self-isolating will experience Blended Learning via Google Classroom as above with the addition of 'Live lessons' (resources with an audio only overlay). Communication between staff and students via Google Classroom and school email system.

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| Tier 4 | Full-time on site provision only to vulnerable children, the children of critical workers. All other students should not attend site. Remote education to be provided for all other students. | Critical Worker students and vulnerable students. | Students at home and those self-isolating will experience Blended Learning via Google Classroom as above with the addition of 'Live lessons' (resources with an audio only overlay). Communication between staff and students via Google Classroom and school email system. Possible use of Google Meets to support Yr11 revision sessions (with SLT approval). |

'Live Lessons' are classed as recordings of resources with an audio only overlay

Staff responsibilities

Teachers

When providing remote learning, teachers are responsible for:

Setting work:

- Staff should set work for their own individual classes, work should be bespoke and meet the needs of the group (small departments who teach the whole year group may use the same resource but should post this for each individual class).

- 'Live lessons' take the form of resources with an audio only overlay.

- Work should follow a clear sequence of learning and be aligned, as closely as possible, to the normal classroom delivery.

- Work set should cover the duration of a 1 hour lesson.

- Work should be set/ scheduled for the day/time of the lesson e.g. Tuesday, 10:00am.

- Work should be uploaded to Google Classroom (the use of other online educational sites should be linked through Google Classroom.)

- Staff should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure students with limited access to devices can still complete the work (paper copies of work will need to be produced in some instances).

- Staff should monitor and track the completion/submission of work by students.

Providing feedback on work:

- Staff should provide details within tasks on Google Classroom on how work should be submitted e.g. through Google Docs, photographed or handed in on return to school.

- Staff should share feedback with students through Google Classroom or via the school email e.g. whole class feedback, comments board, direct feedback, instant feedback through interactive tasks.

- There is no requirement to provide individual feedback on every piece of work submitted. Whole class feedback or the comments stream can be used to provide general feedback, or further instructions, on work.

Keeping in touch with students who aren't in school and their parents:

- If staff need to contact students individually then this should be through the school email account within Google Classroom.

- If staff need to contact parents, then this should be through phone calls or, for larger groups, through parent-pay (by contacting the school office).

- Tutors should make contact with tutees once a week to check on the completion of school work in Google Classroom and to check on their general health and well-being.

- Staff should aim to answer emails from students and parents within 24 hours.

- Staff should pass any complaints or concerns shared by parents and students on to the relevant person e.g. Subject Leader, Progress Leader, SLT line manager. Safeguarding concerns should be logged in CPOMs and passed to the designated safeguarding lead immediately.

- Staff should contact home in the event of students failing to complete/ submit work in Google Classroom, in line with normal working practices.

Teaching Assistants

When providing remote learning, teaching assistants are responsible for:

- Identifying which students they need to support.

- Supporting learning through the differentiation of resources.

- Contacting students to offer additional support in the completion/submission of work.

Heads of Department

Alongside their teaching responsibilities, subject leads are responsible for:

- Consider/ implement changes to any aspects of the subject curriculum in order to accommodate remote learning.

- Work with/monitor teachers in their subject, remotely, to make sure all work set is appropriate and consistent e.g. by becoming a co-teacher on Google Classroom.

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- Work with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.

- Alert teachers to resources they can use to teach their subject remotely.

- Work with other subject leads and senior leaders to make sure the completion of work set remotely across all subjects is tracked, and that contact and communication with parents is managed and appropriate.

Progress Leaders

Alongside any teaching responsibilities, Progress Leaders are responsible for:

- Working with form tutors to ensure that weekly contact is made with students to check on the completion of work and their general health and well-being.

- Working with form teachers, subject leads and senior leaders to respond to any issues or concerns raised by students and parents.

SENDCO

The SENDco is responsible for:

- Working with teachers and teaching assistants to ensure that work is differentiated as required for all learners when setting online tasks.

Safeguarding

- Family welfare and safeguarding team to maintain contact with students on their lists requiring regular support, by email or phone with parents/students and feed back to teachers using CPOMS if required.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school

- Monitoring the effectiveness of remote learning e.g. through line management with subject leaders, reviewing work on Google Classroom and gathering feedback from students and parents.

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.