Fairfield High School for Girls

Policy for Remote Learning for Staff

Approved by:	Full Trust Board	**Date:** October 2021
Last reviewed:	October 2020	
Next review due by:	October 2022	
Person Responsible:	Deputy Headteacher	

Outstanding progress for all

This policy for remote learning for staff aims to:

- Ensure the remote provision across the curriculum mirrors the quality of lessons delivered in school;
- Ensure consistency in the approach to remote learning for pupils who are not able to attend school;
- Explain the expectations for home – school communication and remote communication and feedback with pupils, to push progress and underpin engagement.

Supporting documentation will:

- Set out core expectations for all members of the school community with regards to remote learning.
- Outline procedures, roles and responsibilities for all staff.

Continuing the planned curriculum:

We believe the first step towards outstanding learning, teaching and pupil outcomes is to have an ambitious curriculum. Our distinctive offer is an ambitious, personalised, academic curriculum which is grounded in our historic ethos of 'outstanding progress for all'. The circumstances arising from Covid-19 do not diminish the quest for continuous improvement and progress towards our whole school aims.

Through our curriculum we develop pupils who are:

- **Successful learners** – aspirational, hard-working, inquisitive

- **Confident individuals** – happy, resilient, independent

- **Responsible citizens** – respectful, kind, inclusive

We aim to deliver a high-quality remote learning experience, mirroring our offer in school. We are committed to developing and refining practice, to offer an outstanding learning experience to all our pupils whether in the school building or at home.

Curriculum disciplines have a carefully sequenced, effectively planned, learning journey. The learning objectives, skill development and knowledge rich approach has not altered, but the method of delivery has been adapted to meet Government guidance (Guidance for full opening: Schools. DfE).

Curriculum Implementation:

This policy is influenced by the findings of the 'Remote Learning Evidence Review' (April 2020) by the Education Endowment Foundation (see Annex) which states that *'teaching quality is more important than how lessons are delivered'*.

The components of expert teaching, as outlined in the Policy for Learning and Teaching, will be included in lessons delivered by remote learning, just as they are expected to be included in lessons in school.
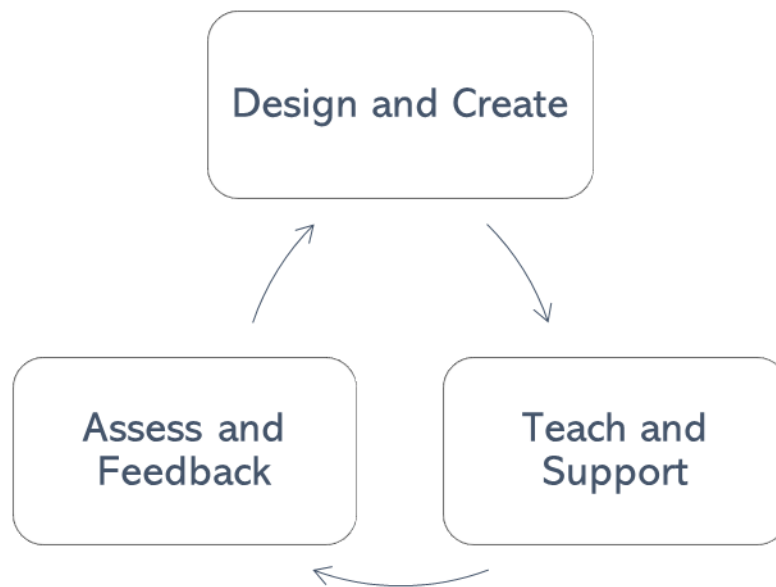
1. **DESIGN AND CREATE**
   a. Design high-quality lessons, that follow the usual subject curriculum and include components of expert teaching
   b. Create regular assessment tasks with clear submission deadlines and opportunities for feedback
   c. Upload lesson resources to Microsoft Teams using the 'Assignments' function

2. **TEACH AND SUPPORT**
   a. Deliver lessons using 'asynchronous teaching' including the components of expert teaching
   b. Support pupils to complete tasks especially disadvantaged and vulnerable pupils and pupils with SEND
   c. Communicate regularly with pupils regarding lessons and respond to questions and requests for support

3. **ASSESS AND FEEDBACK**
   a. Monitor completion of lessons and assessment tasks with submission deadlines
   b. Assess submitted work and provide feedback using variety of strategies
   c. Communicate with pupils and parents if work is not being completed to an acceptable standard and award praise for excellent achievement and effort

Supporting pupils with access to devices:

Where possible, the school will do all it can to support parents/carers and their child in accessing the remote learning provision on offer. The school is acutely aware that the impact of the virus will be far reaching and long lived, presenting challenging circumstances across society. Therefore, a review of access to devices is to be completed on a rolling schedule. This will enable the school to gauge need and respond accordingly.

In order to support families, the school will:

- Maintain an up to date record of pupils and families who do not have a device or internet access.

- Consider how school owned technology resources could be used in future to support pupils with insufficient remote access.

- Ensure that equipment gained through the Government scheme is ready to be redistributed for a similar purpose.

- Utilise the Government catch-up funding to purchase additional devices where possible.

The level of priority will be determined by year group, pupil grouping and pastoral need. Other sources of funding will be explored to obtain devices/internet access to secure the best outcome for the individual/family concerned.

The school will do all it can to ensure pupils have immediate access to remote learning if they are required to stay at home.

On the school website there is information on staying safe online and e-safety as pupils will be working on different devices for increased periods of time. This topic is also revisited through the Life Skills and Computing curriculums.

Pupil guidance on using Teams:

Through Computer Science lessons and Form time, pupils have received training on the use of Teams, learning expectations and the Teams code of conduct. User guides and videos are available to pupils and parents to advise them on how to use Microsoft 365 and Microsoft Teams for remote learning. These can be located on the school website.

Whilst in school, staff across the curriculum have used Teams to deliver lessons to model and reinforce practice and the features of the platform. This is to ensure that pupils are prepared and equipped for effective study during a period of self-isolation.

The use of Teams has also been revisited through the Form time programme across Years 7 to 11.

Learning and Teaching

The school uses Microsoft Teams as the platform for providing learning across Years 7 – 11. Please see the separate guidance on 'How to use Microsoft Teams to deliver lessons for Remote Learning'.

Remote teaching is far more than just setting work for pupils to complete. Remote Learning lessons and sequences of learning should include the components of expert teaching as outlined below from the Policy for Learning and Teaching.

Teachers and Faculties should follow the 'Remote Learning Cycle' sequence of activities for teaching, assessing and providing feedback to pupils.

Components of the Fairfield Expert Teaching Cycle:

Fairfield High School does not prescribe to a particular style of teaching. Learning can take place within a lesson, but also over a longer period of time. In the drive for expert teaching, the following stages are expected to be evident over a sequence of learning that we refer to as the 'Fairfield Expert Teaching Cycle':

Explanation – *so pupils acquire new knowledge and skills*

Modelling – *so pupils are shown, and know what to do with their knowledge*

Practice – *so pupils can demonstrate, and move towards, independent learning*

Questioning – *so pupils think with depth, misconceptions are identified and learning is assessed*

Feedback – *so pupils know what steps to take to achieve excellence*

These stages of learning are then underpinned by five principles evident throughout the cycle:

Challenge – *so pupils have high expectations of what they can achieve*

Long-term memory – *so pupils retain their learning of the curriculum*

Literacy – *so pupils can access the curriculum and read, write and talk about their learning*

Differentiation – *so all pupils learn the curriculum and their needs are met*

Behaviour for learning – *so pupils have a supportive environment for learning*

The Teachers' Standards

Teachers are expected to meet all the standards as outlined in the Department for Education's Teachers' Standards. This policy supports teachers to meet the following standards in Part One: Teaching:

- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all pupils.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Fulfil wider professional responsibilities.

Learning from periods of lockdown continue to be made available for pupils to revisit in their own time.

Tier two provision / Whole year group isolation:

In the event of Government instruction to move to Tier 2 educational provision, Faculty Leaders will review curriculum plans determining the 'challenging' content which requires face to face delivery. Any necessary realignment of the curriculum will be made to ensure learning momentum is maintained and pupils continue to make good progress.

Partial Year Group isolation:

Staff are expected to share learning online in advance of the lesson. The school will provide immediate access to remote learning, at the very latest, provision will be available at the start of the first full day of self-isolation.

Maintaining aspects of school life online:

Where social distancing and safe practice can be maintained, staff will conduct meetings in person (Guidance for the full opening of schools, DfE). Teams will be used to deliver training during INSET and other CPD sessions, when PHE guidance cannot be met.

Quality Assurance of the remote learning provision and CPD:

As part of the Quality Assurance cycle, remote learning is a standing item on Curriculum Meeting agendas and is a focus of Curriculum Development CPD sessions.

Faculty Leaders have an oversight of all the learning being set in the Teams groups within their Faculty. Faculty Leaders have been added to all Teams groups within their curriculum area. This allows for the review of the quality and level of challenge of the work set, the support offered and assessment outcomes and engagement.

The bi-annual 'Curriculum Review' conducted collaboratively with members of SLT, Faculty and Pastoral Leaders and other colleagues, can be used to focus on the quality of education delivered through the remote provision.

Year groups and Form groups are used by staff to communicate with isolating pupils. The Heads of Year have access to these groups and are able to monitor and evaluate the consistency of practice.

CPD for the use of Microsoft Teams, either for groups of staff or individuals, is delivered by the Director of Study for Computing during INSET and throughout the year as required.

Maintaining pupil motivation and engagement:

Interaction between teacher and pupil is crucial for pupils' continued motivation and engagement. The normal classroom is dialogue rich, with discussion, questioning and constant feedback given to pupils. In the remote setting, staff and pupils are to use the 'chat' function to replicate this practice; to give guidance, feedback and ask questions about progress. Building in feedback and formative assessment into remote practice lies at the core of achievement in this context.

This contact with the subject teacher is underpinned by contact procedures from the pastoral team.

The toll of the virus on pupils' emotional and mental wellbeing is of concern to staff, pages of the school website have been developed to support pupils at this time. There is a section to support mental health and wellbeing, providing strategies and resources.

If parents are unable to effectively support remote learning:

The partnership between school and home is of paramount importance in this context. Good communication is key. Where there are difficulties eliciting support, one-to-one telephone calls, or on-site socially distanced meetings will be held to discuss issues and identify solutions.

Finding solutions in remote provision:

The school is committed to being solution focused. The ongoing collaborative professional development to establish best practice, is driven by the desire to mitigate the impact of the virus on the outcomes and wellbeing of all the pupils in the school.

Continuous Professional Development across all levels of school life has been planned to support staff in having the confidence and skilled capability to use the technology and tools to maximise learning, alongside training to support progress towards our whole school strategic development targets.

This policy is to be read in conjunction with:

- Policy for the Curriculum
- Policy for Learning and Teaching
- Policy for E-safety
- Guidance for full opening: schools (DfE latest release)
- Remote education good practice (DfE 1st October 2020)