

Remote Learning Guidance – For Parents and Staff

Aims

This remote learning guidance for parents and staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school due to partial or whole school closure
- Set out expectations for all members of our school community with regards to remote learning

This guidance document is aligned to *DfE, Providing Remote Education – non-statutory guidance for schools, 2022*.

Our School Vision

At Plymstock School our mission is to empower young people, through education, to have the knowledge and skills they need to succeed in life and make a positive contribution to society. Our school culture is underpinned by the core values of compassion, collaboration and creativity.

We believe that key to achieving our mission, is giving every single pupil a broad, balanced and unashamedly academic curriculum that has knowledge at its heart. The central place of knowledge acquisition within our curriculum is explicit and we provide rich and varied contexts for pupils to acquire, develop and apply this broad knowledge. We are all the inheritors of the great ideas, writings and discoveries of the past and the young people of Plymouth have a right to learn this knowledge.

We are an inclusive school, yet we are uncompromising in our belief that every pupil should study our full curriculum. This belief remains the same whether students are learning remotely or face to face within school. During any form remote learning, our staff are expected to carefully consider the intent and coherence of their Remote Learning curriculum, adapting lessons where necessary to ensure continuity of learning.

When we would use remote learning

Excellent attendance at school is linked to better academic progress and attainment by ensuring pupils access a broad, balanced and knowledge-rich curriculum. Recent studies show that missing only 17 days of school can lead to a drop in one whole GCSE grade. Days off school add up to lost learning.

Parents have a legal duty to ensure that their child has an appropriate education. For most children in the UK this means full-time attendance at school.

Plymstock School will provide learning remotely in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- occasions when the Headteacher decides that it is not possible for the setting to open safely, or that opening would contradict guidance from local or central government

- occasions when whole Year groups or individual students, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness or extreme staffing issues

In these circumstances, students should have access to remote education as soon as reasonably practicable, in proportion to the length of absence and disruption to their learning. Our teaching staff will endeavour to provide remote education equivalent in length to the core teaching students would receive in school.

School closure in the event of an emergency

In the event of an emergency, planning will be aligned to guidance set out in DfE, *Emergency planning and response for education, childcare, and children's social care settings, 2022*

These incidents include:

- Public health incidents
- Severe weather
- Serious injury to a child, student, or member of staff
- Significant damage to property
- Criminal threat
- The effects of a disaster in the local area

In the event of a move to remote learning, staff at Plymstock School are expected to:

- Ensure all work is set on our **Class Charts** home learning platform. Links to recordings, live teaching or other resources will be provided through **Class Charts**.
- Continue 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
- Use a curriculum sequence that allows access to high-quality online and offline resources, linked to the school's curriculum expectations
- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and ensure staff are trained in their use
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Ensure work has been adapted, allowing all students to continue to make progress throughout the curriculum
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs

When teaching students remotely, all staff at Plymstock School are expected to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.

- Set work that is of **equivalent length to the core teaching students would receive in school**, as a minimum (inclusive of independent task completion):
 - KS3 and KS4: 5 hours a day
 - KS5: To match timetabled hours
- Provide frequent, clear explanations of new content, delivered by the teacher or through high-quality curriculum resources or videos. Online video lessons do not necessarily need to be recorded by teaching staff at the school. High-quality lessons developed by external providers, such as Oak Academy, can be provided instead of school-led video content.
- Have systems for checking whether pupils are engaging with their work, and inform parents and the relevant Head of Year immediately where engagement is a concern.
- Gauge how well pupils are progressing through the curriculum through questioning and other suitable tasks, and provide regular feedback using digitally facilitated or whole-class feedback where appropriate
- Adapt the pace or challenge of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

Expectations in the event of school closure

Partial or Full school closure		
Student Expectations	Teacher Expectations	Parent Expectations
<ul style="list-style-type: none"> • Students should retain structure to their normal working day, following their timetable, starting work at 9:05am • Check Class Charts/school email in a timely fashion to see the work set for each subject • Where possible ensure that they have all books and resources they need to complete their work • Complete all set work and submit online to the teacher. If this is not possible, the work is to be brought back to school when the student returns • Students may choose to photograph their completed work and use Class Charts or school email to submit to their teachers • Communicate with teachers using appropriate channels and ask for guidance and support if needed 	<ul style="list-style-type: none"> • Upload teaching materials/lessons to Class Charts by the time of timetabled lesson, wherever possible. However, it is recognised that there may be a short delay in setting work, depending on when the decision to close/partially close the school was made • Teachers should set work equivalent in length to the lessons on their usual timetable and be available during timetabled lessons to answer any questions pupils may have via Class Charts, school email or MS Teams. It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. Elements of adaptive teaching to meet students' needs are to be expected. Extension tasks may be set, if appropriate • Plan purposeful and meaningful lessons. No 'time-filling' tasks should be set. • It may be that it is more appropriate for the teacher to set one longer task that covers 	<ul style="list-style-type: none"> • Encourage and support their children's work. Where possible ensuring that their child has an appropriate space to work, that there is some structure to their child's day including appropriate breaks and to check that work has been completed • Where possible ensure that their child has all their books, resources and the IT access required to complete their Remote Learning successfully • Encourage their child to make email contact with their Tutor, class teachers or Year Group support email, if additional support is required with Remote Learning • Encourage their child to attend all live lessons and inform the school of any illness or absence • Support their child to submit their completed Remote Learning work to their class teachers, when directed,

<ul style="list-style-type: none"> • Act on any feedback provided to improve completed work • Deadlines must be met; Heads or Department and/or Heads of Year will be informed by the class teacher, if they are not. Students should seek support from their teacher or Year (pastoral) team if there are factors which are preventing them from completing their work 	<p>several shorter lessons (e.g. a task for the whole week). The total set work should reflect the total length of lesson time that is missed</p> <ul style="list-style-type: none"> • Set tasks on Class Charts that include lesson activities and resources which should include a personal element such as a PowerPoint with audio or a video, as well as any homework that would normally be set • Work set should be in line with the normal Scheme of Learning/curriculum timings • Teaching staff are expected to monitor and record attendance through student engagement and completion of remote learning tasks. Attendance concerns must be shared with the relevant Head of Year • Mark and feedback with the same regularity they would have done if in school, according to guidance, if feasible • Continue to use the usual rewards system on Class Charts • Contact parents if there are ongoing concerns and flag missing work in line with the department monitoring process • Report any behaviour or safeguarding concerns to the relevant members of staff, using the same systems and policies as in normal circumstances 	<p>through Microsoft Teams or Class Charts</p> <ul style="list-style-type: none"> • Encourage their child to act on any feedback given to improve their work completed during Remote Learning • Contact the school directly if there are any concerns
---	---	---

Staff Expectations (Leadership)

Head of Department:

- Fulfil expectations of the role of a classroom teacher
- Direct staff to the department contingency resources that are in line with the normal Scheme of Learning/curriculum, which must also be available for printing
- Regularly monitor the quality of work being set on Chart Charts
- Regularly check in with their teams to ensure that staff are consistent in their approaches and address any potential concerns early on
- Provide support to colleagues in their teams to ensure that work is provided as required
- Monitor and ensure that the work being set follows the guidance for remote learning

Head of Year:

- Identify those students who have limited access to IT facilities at home
- Identify and support identified vulnerable children whilst they are at home
- Work in collaboration with local authority and children's social services to ensure identified vulnerable children are kept safe
- Make contact home for those students who are not engaging with remote learning
- Provide an opportunity for an assembly / contact with tutors
- Provide support to HoDs and HoYs through the line management process

SENCO, DT for CIC and Learning Support:

- Connect with parents and/or students who have an ECHP and those on SEN support who are likely to struggle with remote learning
- Connect with carers, social workers and virtual school who are CIC students
- Support staff in providing appropriately adapted work for students

Senior Leadership Team:

- Provide support to HoDs and HoYs through the line management process
- Quality assure the remote learning work set
- Monitor that the work being set follows the guidance for remote learning

Attendance Officer:

- Provide staff with daily email updates of students who are self-isolating

Attendance

In the event of a whole or partial school closure staff will monitor the students that have not accessed the work set on Class Charts during remote lessons and will also monitor those who have not submitted any work. Teachers with any concerns regarding students who have not accessed the work will refer to the appropriate Head of Year.

Welfare phone calls will be made by the pastoral and SEND teams on the day of school closure to vulnerable and students with an EHCP.

Provision for vulnerable children

In the event of a partial school closure, children who have been identified as vulnerable may continue to be supported within school, even if the rest of their Year group are learning from home. The decision to invite students to continue their education within school during a partial school closure will be made on an individual basis, depending on the needs and best interests of the child, and will be decided by the Headteacher, SENDCo and Designated Safeguarding Lead.

Vulnerable children learning from home will continue to receive regular contact by the Safeguarding and/or Pastoral teams, including those currently studying in alternative provision.

Communication between staff, students and parents

Communication between staff and students should be through the appropriate channels of Class Charts, school email, MS Teams or Google Classroom. Staff should not use their personal email accounts and students should be reminded they should use their school email accounts. When contacting home, a school mobile phone should be used if staff have access or ensuring that mobile phone numbers are withheld if using personal mobile phones. Third-party messaging software or video conferencing software (e.g., WhatsApp, Skype, Zoom etc.) is strictly prohibited.

Useful Staff Contacts

Mr K Chick – Home Learning lead – kchick@plymstockschool.org.uk

Mr J Ellerton – Designated Safeguarding lead – safeguarding@plymstockschool.org.uk

Mrs N Offer – Deputy Headteacher (Curriculum)

Ms H Martin – Deputy Headteacher (Behaviour & Culture) – hmartin@plymstockschool.org.uk

Ms N Baker – SENDCo – nbaker@plymstockschool.org.uk

Ms S Harris - Designated teacher for looked after and previously looked after children (CiC) – sharris@plymstockschool.org.uk

Pastoral Team

Year 7 – Mrs S Smith – ssmith@plymstockschool.org.uk

Year 8 – Mrs M Kirk – [mkirk@plymstockschool.org.uk](mailto:m Kirk@plymstockschool.org.uk)

Year 9 – Miss R McCullar – mmccullar@plymstockschool.org.uk

Year 10 – Mr S Farrant – sfarrant@plymstockschool.org.uk

Year 11 – Mr S Wookey – swookey@plymstockschool.org.uk

Reporting concerns

Inappropriate behaviours from students, for example taking screen shots of online lessons with the intention of causing harm or distress to others will not be tolerated and are covered within the school's Online Safety Policy

It is essential that all staff continue to raise any safeguarding concerns using the usual school procedures as set out within our school policies. Students or staff who suspect any form of inappropriate online activity they must report it as a matter of urgency to either the Designated Safeguarding Lead, Behaviour Lead or Head of Year, where it will be investigated and sanctioned appropriately.

Safeguarding concerns from parents/carers should be directed to the Safeguarding team, using the email safeguarding@plymstockschool.org.uk . Urgent safeguarding referrals must be made by the individual member of staff or parent to **Plymouth Gateway** on 01752 668000 or email gateway@plymouth.gov.uk or outside of normal working hours call **Plymouth Out of Hours Service** on 01752 346984.

Provision for students with no or limited ICT access at home

Students who have no or limited IT access at home will be identified and supported, wherever possible, usually through paper copies of work and resources. We ask parents and carers to inform their child's Head of Year when IT access at home could potentially cause a barrier to their child's learning.

Free school meals

Where students eligible for free school meals are receiving remote education, the school will issue food vouchers to ensure children will continue to be supported at home. Parents enquiring about access to free school meals should contact Mrs R Wright rwright@plymstockschool.org.uk, or visit [Free school meals: guidance for schools and local authorities](#)

Contingency Plans

All departments in the school have ensured that there is a 'back-up' package of work available that can be set by other members of the department, or a member of SLT if there are no staff members of the department able to do so in the event of illness. All departments have clearly planned their curriculums ensuring that if any aspect of remote learning were to take place, there are appropriate resources that align to the expectations as outlined above in the teacher expectations. Departments have ensured that their planning for remote learning will allow for all students to receive the same high quality teaching and learning materials regardless of their situation e.g. teacher off ill or limited access to ICT.

Alternative curriculum

For those studying an alternative curriculum, liaison will be with the SENCO, Designated Safeguarding lead, or Designated teacher for looked after and previously looked after children, on an individual basis to determine how the needs of the students can be met.

Support for staff

In order to ensure that teachers are able to perform the expectations as outlined in this guidance; Plymstock School has provided user guides for the remote platforms that are being used by the school. Teaching staff should ensure that they are secure in their proficiency of the platforms and seek guidance if they need further support.

Unless there are extenuating circumstances, teachers will be expected to be contacted remotely by colleagues, students and parents and teachers should ensure that communication, where possible takes place during usual school timings, with no expectation for colleagues to read or respond to emails after 4pm (whilst keeping in mind that some staff are part time and support staff may have an earlier finishing time). Replies to parents should be within 3 working days. For those who are on part-time contracts, communication is expected only on the days they would usually work.

Plymstock School recognises that some colleagues may have caring responsibilities at home and may find it difficult to fulfil the expectations as outlined. In this situation, staff should seek advice from their line manager in order to find a workable solution for all parties.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring external drives or memory storage are encrypted – this means if the device is lost or stolen, the information remains secure
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Additional Guidance - What does the research say about remote education?

The Education Endowment Foundation (EEF) examined the existing research on distance learning (from 60 systematic reviews and meta-analyses) for approaches that schools could use, or are already using, to support the learning of pupils while schools are closed due to Covid-19. When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

1: Teaching quality is more important than how lessons are delivered

Pupils can learn through remote teaching. Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”). For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed.

2: Ensuring access to technology is key, particularly for disadvantaged pupils

Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology. In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

3: Peer interactions can provide motivation and improve learning outcomes

Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes.

Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content. The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners. Different approaches to peer interaction are likely to be better suited to different age groups.

4: Supporting pupils to work independently can improve learning outcomes

Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success. For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable. Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

5: Different approaches to remote learning suit different types of content and pupils

Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils. For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects. Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.