

Remote Education Strategy – Burford School - (v5)

Section One: What is Remote Teaching and Learning?

Any learning that happens outside the classroom with the teacher not present in the same location, it is usually delivered through digital technologies. At Burford School it is a balance of live lessons (delivered via Microsoft Teams) and work set on our learning platform, Class Charts which students work on independently. Work for Year 13 is mostly set via email.

ClassCharts – specific, tasks with recorded audio and video content. Timeframes are clear. Allows students to upload work, teacher to record submissions and deliver feedback. Students will often work on these tasks independently.

Microsoft Teams – medium for delivering Live Lessons, interactivity between students and student/teacher.

This balanced approach allows teachers to carefully sequence learning, allowing time for explanations, student work, practice, questioning and discussion.

All students will follow their usual school timetable of lessons in all year groups. This allows for the smooth distribution of live lessons and avoids clashes.

Section Two: Changes

What is different in Lockdown 3?

- Legal Accountability
- Monitoring
- KS3 & 4 must have 5 hours of remote education per day
- Systems for daily checking
- Students must receive timely and frequent feedback – can be whole class or digitally-facilitated.
- Avoid over-reliance on long term projects

What stays the same?

- Continuity of the curriculum
- Opportunities for interactivity inc. questioning, eliciting and reflective discussions.
- Opportunities for scaffolded practice and to apply new knowledge.
- Teaching is responsive to student need.

Section Three: What should students and parents expect from Remote Learning?

Years 10,11,12,13 KS4 & 5	Exam year groups need to be closely assessed in order to inform predicted grades. They will continue to follow their exam syllabuses. In addition to their lesson time will be time for independent study. Most of their lessons will be live via Microsoft Teams.*
Years 7,8,9 KS3	These year groups are learning key skills and core knowledge. They will have clear explanations, instructions, interactivity and feedback on their progress. Students will have 1 in 3 lessons as Live lessons.

Notes:

1. Guidance:

- a) ***Most** could mean:
- 2 in 3
 - 3 in 5
 - 4 in 7
 - Dependent on your subject's curriculum allocation.
 - It is up to the teacher with the HOD to organize and use their professional judgement to balance the mode of delivery.
- b) Live lessons would usually last for about 45 minutes to allow teachers and students to transition between classes and resources to be uploaded.
- c) The whole lesson does not need to be live, e.g. a teacher may do a 10-minute explanation and then students work independently on a set task with a progress check for 5 minutes at the end of the lesson.

2. Recording

Live lessons should be recorded so that boarders and students who are unable to access the lesson in real time are not disadvantaged. This is also a Safeguarding measure to protect staff and students. Recordings can be accessed by students in the Chat. All of a teacher's recordings can be found in Microsoft Stream. All recordings will expire automatically after 21 days.

3. What makes a good Live Lesson?

- Live lessons should last for about 45 minutes to allow teachers and students to transition between classes and resources to be uploaded.
- Live Lessons should be chunked down and allow for explanation, questions and student work. Just as in the classroom, they should not be all teacher talk.
- Experiment with the structure of your lessons: set the students up with a task, shut down the mics and then use the Chat to allow them to ask questions as they work.
- Please remember that it can take students longer to complete work remotely, compared to in a classroom.
- Try the Break Out rooms to allow students to work in pairs and groups, the teacher can move between them and move students in and out as the lesson progresses. Please note: Breakout rooms cannot be set up before a meeting and must be created after the meeting has started.
- Flip the learning – ask students to prepare and present their work. They could prepare in the first half of a lesson and present in the second half.
- If you have to draw diagrams in your lesson or for sketching in Art and DT you could use the original version of Paint; use the annotate tool on Ppt, some SMART boards will just

link up to Teams so you can demonstrate if you are in school. We plan to trial the use of graphics tablets in the next few weeks.

- Use Insights to check which students are sitting back and not participating or joining late, conversely, praise those who are the most active. Students who are reticent to speak can add their responses in the Chat.
- Spotlight students – ask a question/set a task and they add to the Chat, you can bounce around answers and deepen responses this way.
- You could use your Live lesson as a feedback lesson.
- Reading plays/novels is particularly effective on Teams, students listen hard for their cues!
- As you become more confident, make use of all the things that support your learning in the classroom such as visualisers.
- Share good practice and new ideas at the fortnightly Remote T &L Forum.

4. Further guidance

- FAQ for Staff:

- How to Guides in the Video Help and RL Help folders in the RL folder:

https://9314040-my.sharepoint.com/:f:/g/personal/ssca4026_burford_oxon_sch_uk/Ep32zjCZ8xVKqMaJgH4ZIEsBz6kjdj3O5L3nmk7rLJJ5SA?e=R12fyb

https://9314040-my.sharepoint.com/:f:/g/personal/ssca4026_burford_oxon_sch_uk/EnMmUk1m19xCsAueEjO4lABdjLwVg7N26PFGvW7tx_7IA?e=53M52e

- **Useful articles/links:**

<https://www.tes.com/news/whats-key-remote-learning-you-already-use-it>

<https://www.tes.com/news/schools-online-learning-13-clever-teaching-hacks-microsoft-teams>

<https://www.tes.com/news/online-learning-remote-teaching-8-keyboard-shortcuts-save-time-efficiency>

[Ofsted publishes short guide to what works well in remote education - GOV.UK \(www.gov.uk\)](#)

Section Four: How will student engagement be monitored?

All students will be required to attend a daily registration with their tutor when a register will be taken. Student engagement will be monitored by the tutor with subject teachers making use of Insight on Teams and Submission and Engagement facilities on ClassCharts. This will inform input to the Student Engagement spreadsheet on One Drive.

There is a Code of Conduct for student engagement with Remote Learning. This is in line with Safeguarding but also supports engagement and progress.

Teachers and students need to ensure that there are sufficient breaks from screen-based work to prevent eye strain, headaches and burnout. This is why we encourage a balance of different modes of delivery.

Section Five: How will a teacher use feedback, retrieval practice and assessment?

Learning isn't fundamentally different when done remotely. Feedback should be weekly according to the DfE but there is a range of methods:

- Verbal discussion in a live lesson, can be whole class or individual
- 1:1 via Chat on teams
- Whole class or individually, delivered verbally or in doc form and uploaded to ClassCharts
- Via platforms such as Tassomi or MathsWatch. (It is important to note that subject teachers must be in regular contact with students too and on-line platforms can't replace this communication).

Low stakes quizzes, written assignments and retrieval practice activities can be built into RL. Make use of flipped learning as your students get more confident with learning in this way. As teachers become more confident they can use breakout rooms on Teams to allow students to work together on tasks.

Assessment could include online tests, short written questions and problem solving activities. Teachers can continue to make use of exam mark schemes and some self-assessment.

Feedback and recording of formally assessed tasks should continue as in school and discussed with SLT links.

This approach means we are able to assess students in different ways and provide feedback which supports progress. General feedback must be given weekly which fits with the DfE guidance.

Section Six: Support

- ICT support – Patrick Count and Michael Wilsdon
- Fortnightly Remote Learning Forum for all teachers and teaching assistants
- FAQs for teachers – on one drive
- Student Guidance and FAQs on Burford School website: Students and Parents – Key Information – Remote Learning. Regularly updated.
- Fortnightly Remote T & L forums run by Sharon Scantlebury.

Section Seven: Scenarios

- A teacher will not be required to conduct Live lessons on a Key Worker rota day, however, they may choose to do so.
- A teacher has mild symptoms/waiting for test/ self isolating – if able, set work on ClassCharts.
- Teacher tests positive with symptoms – HOD/Covid buddy sets work.
- Teacher tests positive but is asymptomatic – Teacher sets work as above.
- A student does not have access to IT at home: inform SBA/students can be offered a place at school.

Section Eight: Remote Learning Expectations – Home/School

<i>School</i>	<i>Student</i>	<i>Parent</i>
<p>Student Guidance and FAQs on Burford School website: Students and Parents – Key Information – Remote Learning. Regularly updated.</p> <p>Ensure students know what resources they need.</p> <p>Provide high quality remote learning via Microsoft Teams and ClassCharts.</p> <p>Monitor engagement with RL regularly and absence from on-line learning will be followed up.</p> <p>Provide student feedback in line with our school policy. Provide additional support where needed or requested.</p>	<p>Ensure you know what resources you need for your lessons.</p> <p>Keep login details safe and up to date.</p> <p>Attend weekly assemblies, registration daily and any Live lessons. Check for the invitations in your school email.</p> <p>Follow the Student Expectations for Live Lessons.</p> <p>Log onto ClassCharts and complete the tasks requested. This includes uploading work by set deadlines.</p> <p>Make your teacher aware of any problems you are having with the work – this could be via Chat in teams, discussion with tutor or email.</p>	<p>Check your child can log into and use ClassCharts and Microsoft Teams.</p> <p>Support the use of the Code of Conduct for live lessons.</p> <p>Activate your parental login for ClassCharts.</p> <p>Please make sure the appropriate teacher is aware of any difficulties your child is having accessing their work.</p> <p>Additional support will be provided where needed or requested but please be specific and ensure your child has had a go at a task or activity before requesting help.</p>

Section Nine: Guidance on behaviour during live lessons

This guidance should be read in conjunction with:

[Behaviour-Policy-Addendum-Covid-19-Sept-2020-V3.pdf \(burford.oxon.sch.uk\)](#)

We will communicate any changes to staff, parents and students.

Parent Expectations

Parents will...

- ensure that their son/daughter is logged on and ready for their registration period for 8.30 am everyday.
- ensure that students are either not in their bedroom, or that they have blurred their background.
- ensure that students are appropriately dressed. Uniform is not required but smart/casual dress is necessary.
- not participate in the 'live lessons' or use the chat function.
- support all staff in their efforts to create an 'as safe as possible' environment during this time, both online and in school.
- ensure that any follow up work is carried out and submitted.
- contact the subject teacher (via email) if they have a concern about a lesson
- contact the tutor (via email) if they have a pastoral concern.

Student Expectations

Students will...

- follow the rules and expectations of my school laid out in our code of conduct.
- not engage in any behaviour that might put another person at risk.
- try to model the values of being ambitious, resilient and kind.
- be respectful to all students and adults at all times.
- complete all work set to the best of their ability.
- follow staff instructions at all times, remembering that the adult is in charge.
- ensure that they are focused and attentive in all remote TEAMS lessons and meetings with their teachers.
- use headphones – they will be able to hear the teacher and when, required, be able to speak and be heard themselves.
- turn their camera off unless the teacher specifically asks them to turn the camera on, for example, a registration period or during a breakout room.
- use the Hands Up icon if they want to ask a question.
- use respectful language in the TEAMS chat function and ensure that the chat is related to the lesson content, no spamming.
- not attempt to take control of the lesson, unless invited to share their screen by

- the teacher.
- not record or take screenshots of the lesson.

Staff expectations

Staff will...

- support students by ensuring that they are clear about the systems in place and will regularly remind students of expected behaviours.
- mute the microphones of the students and will unmute when students are required to contribute.
- remove students from the session if a student fails to adhere to the expectations above.
- liaise with the tutor and HOY regarding any behaviour which falls below the standard we expect.
- Tutors will communicate regularly with parents if they feel that a student needs additional emotional support.
- follow up any Safeguarding and Child Protection issues that arise. These will be reported to the Designated Safeguarding Lead.

Sharon Scantlebury

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