



Chestnut Grove Academy
'A CREATIVE LEARNING COMMUNITY'

Remote Learning Policy

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Chestnut Grove Academy

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CHESTNUT GROVE ACADEMY'S CURRICULUM INTENT

The Chestnut Grove *curriculum* provides a *rigorous, knowledge-rich, transformational* education, encapsulated through our *PROUD* (Positive, Resilient, Open-Minded, Unified, Determined) values, which prepares our students to succeed at university, thrive in employment and *lead fulfilling lives*. It is the embodiment of our ethos of a *creative learning community*, which marries *traditional* with *dynamic approaches to teaching and learning*.

RATIONALE

The school is committed to providing continuity of education to our students in all circumstances and will make remote learning a feature of the curriculum so that learning can be facilitated outside of the physical classroom. Remote learning will become an integrated approach to teaching and learning which will complement and, if necessary, replace face-to-face provision.

Remote learning would apply particularly in a situation in which a class, group or small number of students are unable to attend school due to local restrictions, or in the case of school closure. These situations are outlined in **Appendix 5 – Tier Model for education during local restrictions**. Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we would also offer remote learning.

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

EQUAL OPPORTUNITIES

Under the Equality Act (2010), the Academy acknowledges their legal duty to make 'reasonable adjustments' to practice and policy for children from a range of backgrounds and those with additional educational needs. We pay particular attention to the provision for and achievement of different groups of learners: DP (disadvantaged pupils), EAL, G&T, LGBT, LAC, young carers, ethnic groups and SEND.

Whilst recognising the need to maintain high expectations, all staff are aware of the reasonable adjustments that may need to be made for all pupils to maintain high self-esteem. We recognise that achieving these aims is a collective responsibility shared by all staff.

AIMS

- Remote education is of a high quality and integrated within our curriculum provision
- Adhere to DfE guidance for Keeping children safe online
- Curriculum remains broad and balanced: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study or employment.
- Continue to promote our curriculum intent.
- Actively involve all staff in curriculum design, delivery and evaluation
- Ensure all teaching staff keep abreast with relevant educational research and theory to ensure their choices of pedagogical strategies support their subject's curriculum intent
- Ensure all staff take ownership of their own professional development and actively participate in the design and delivery of professional development programme
- Identify students' achievement through rigorous monitoring and plan appropriate interventions to enhance their progress
- Ensure that all resources and activities are differentiated to enable all pupils to make progress and develop their talents irrespective of their starting point

- Ensure that SEND students who are unable to access remote education without adult guidance are supported. Learning support assistants are effectively deployed and HOD of SEND works closely with families through EHCP.
- Effectively engage parents and other stakeholders' views for the implementation and impact of remote education
- Ensure that quality of education is provided for all learners, including DP (disadvantaged pupils), EAL, G&T, LGBT, LAC, young carers, ethnic groups and SEND.

RESPONSIBILITIES

Senior Leadership Team

- Ensure that curriculum intent is promoted and implemented
- Have systems in place to move immediately to remote learning through Microsoft Teams and carefully selected online platforms
- Use evidence-based research (Education Endowment Foundation, Sutton Trust, etc.) to support pupils' remote learning by providing high quality professional learning to develop teacher subject knowledge and pedagogy
- Quality assure teaching and learning against the [Planning Framework for Effective Learning](#) (Activate, Explain, Practise, Reflect, Review). ([Appendix 1](#))
- Ensure all students and staff have access to remote learning platforms, particularly disadvantaged students
- Promote collaboration among staff, such as sharing good practice, shared planning and professional discussions on curriculum, workload, wellbeing, etc.
- Promote student leadership through taking ownership of own learning and curriculum design (Student Council)
- Adhere to 'Keeping children safe online' policy
- Ensure all external tutors are vetted, suitable (have DBS) and qualified to work with children
- Ensure families have necessary skills to support their children's remote learning
- Ensure students can access Microsoft Teams STEM offer to enhance enrichment

Heads of Department

- Keep abreast with the free online educational resources in order to ensure informed selection of the most effective online platform(s) (GCSE Pod, Teams, Mymaths, Oak Academy, BBC Bitesize, SENECA etc.) for their subjects and ensure their departments have the necessary skills and knowledge to provide effective online learning
- Ensure online learning is integrated in and complements the subject curriculum
- Ensure curriculum design enables subjects to respond quickly and effectively to potential disruptions to normal school life and maintain broad and balanced curriculum offer
- Ensure curriculum planning is informed by an assessment of pupils' starting points through formative assessment (low-stakes quizzes, observing pupils in class, checking understanding, identifying misconceptions, scrutiny in pupils' work, class discussions, etc.) and leads to addressing the gaps in knowledge and skills
- Support teachers teaching their subject to make sure all work set is appropriate and consistent
- Work with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance from each other
- Plan catch-up interventions, home learning, revision sessions through Microsoft Teams and educational platforms (GCSE Pod, Mymaths, etc.)
- Ensure professional development is tailored to enable staff to provide high-quality remote education which is informed by research and the science of learning
- Ensure students who require alternative provision and/or support with online learning are provided with printed resources (e.g. textbooks and workbooks), laptops, etc.
- Quality assure the planning, delivery and impact of remote learning against relevant research and theory
- Use student, staff and parent voice to enhance subject remote learning experience

- Liaise with external tutors to ensure students are accessing bespoke and effective tutoring program

Teachers

- To be available during their normal working hours: between 8.30 and 4pm when providing remote learning, observing their break, lunch and PPA time. If unable to work for any reason during this time, ensure the normal absence procedure is applied by reporting absence
- Plan assignments using the Framework for Effective Learning (as outlined by Education Endowment Foundation)
- Plan a programme that is equivalent to the core teaching pupils would receive in school, ideally including contact in line with their usual timetable.
- Teach and plan a well-sequenced curriculum so that knowledge and skills are built incrementally
- Ensure delivery and resources are tailored to maximise students' home learning
- Provide frequent, clear explanations of new content delivered through high quality curriculum resources or videos
- Provide accurate assessment of students' progress as per subject-specific section of Marking and Assessment Policy and use it to inform the sequence of learning
- Adhere to [Guidelines on setting Home Learning Assignments on Microsoft Teams \(Appendix 2\)](#)
- Ensure all students are provided with appropriate stretch and challenge
- Respond quickly and effectively to potential disruptions to normal school life by switching to the most appropriate modes of online learning (live lessons and tutorials, voice-over PowerPoints, recorded lessons, live chat, live discussions, etc.)
- Ensure adherence to the online safeguarding policies and protocols
- Monitor and track student engagement in learning and follow in line with [Code of Conduct for Remote Learning \(Appendix 3\)](#) and [Assessment Policy for Remote Learning \(Appendix 6\)](#)
- Co-ordinate with other teachers and HOD to ensure consistency across year/subject to make sure pupils with limited access to devices can still complete work
- Attend virtual meetings with staff, parents and pupils if required.
- Liaise with external tutors to ensure students are accessing bespoke and effective tutoring program

Tutors

- Be available during their regular tutor time and health sessions, delivering the remote health curriculum and agreed tutor time activities.
- Work with families to support with their adequate ICT provision to enable them to access the remote learning platforms
- Track engagement and work submission rates of their tutees, identifying students who are at risk of disengagement with online provision.
- Support subject teachers in the follow up for incomplete or poor-quality work
- Work with families to resolve concerns about online engagement, well-being or academic progress and where required ensure information is shared with 'Raising Standards Leaders' or Safeguarding Leads.
- Attend virtual meetings with staff, parents and external agencies to support tutees where required
- In the event of all students in the tutor group being at home (partial or full school closure), be available for weekly tutor sessions and make contact with all students fortnightly to check on wellbeing and academic progress.
- Liaise with external tutors to ensure students are accessing bespoke and effective tutoring program

External Tutors

Please see Appendix 7 for full details.

Raising Standards Leaders

- Ensure that the pastoral and health curriculum respond quickly and effectively to potential disruptions to normal school life, maintaining rigorous and effective pastoral care.
- Work with subject leads and senior leaders to monitor the quality of work being set for their year group and lead on the tracking, monitoring and interventions required to ensure students are able and continue to access and engage with their remote learning.

- Lead their tutor team remotely, monitoring that tutors are delivering their agreed tutor activities and health lessons and communicating with students and families to support their engagement with remote learning.
- Monitor student engagement and lead follow-up with tutors, where there is concern over engagement in multiple subjects.
- Initiate and attend virtual meetings with staff, parents, pupils and external agencies where required.
- In the event of all students in the year group being at home (partial or full school closure) provide regular assemblies in line with the Academy's commitment to spiritual, moral, social and cultural development of students.
- In the event of all students in the year group being at home (partial or full school closure) ensure tutor time and health sessions are taking place, are well delivered and that tutors are making regular (fortnightly) contact with tutees.
- Liaise with external tutors to ensure students are accessing bespoke and effective tutoring program

Learning Support Assistants

- To be available during their normal working hours: between 8.30 and 4pm when providing remote learning, observing their break, lunch and PPA time. If unable to work for any reason during this time, ensure the normal absence procedure is applied by reporting absence
- Work collaboratively with the class teacher in planning for learning and teaching
- Attend your timetabled lessons virtually, supporting teaching staff to manage the virtual classroom.
- Attend all necessary meetings, for example staff briefings and department meetings.
- Make weekly contact key students to ensure their well-being and support their progress.
- Keep electronic LSA folder documents up to date.
- Attend any timetabled activities in school when on the rota.
- Regularly check communication including emails, staff bulletin, rotas and Teams.
- Regularly checking case load of students and communicating to relevant staff where needed.

IT staff

- Ensure that online platforms are set up and maintained in order to meet the needs of the online curriculum.
- Review the security of remote learning systems and flag any data protection breaches to the data protection officer.
- Work with Senior Leaders to develop resources for maximum effectiveness.

Students

- Take responsibility for own learning and behaviour, which includes demonstrating our PROUD values for remote learning, see *Code of Conduct for Remote Learning (Appendix 3)*.
- Follow the remote learning timetable and submit all assignments set by their subject teachers by given deadlines.
- Be proactive in voicing opinions and experiences that can inform curriculum design and seeking support with home learning.
- Communicate with staff using appropriate language
- Contact staff at appropriate times during the working week, understanding that staff will be unable to respond outside of working hours.
- Contact their **subject teacher** if they have questions or concerns about any **aspect of their learning**.
- Contact their **form tutor** or **key worker** if they have any **pastoral queries**.
- Alert teachers if not able to complete the work.
- Inform ICT support via Teams if experiencing problems with online platforms.
- Take part in live lessons if they are well enough to do so.
- Check communication from teachers or school regularly.

Families

- Work in partnership with the Academy in all aspects of their children's education as per Home-Academy Agreement.
- Support Academy initiatives which involve collaborative working to raise student achievement and enhance their child's spiritual, moral, social and cultural development.

- Endeavour to support their children to engage in Remote Learning by providing appropriate access to ICT resources and a suitable working environment and inform the Academy if they require additional support.
- Attend consultative events or parents' evenings to discuss student progress.
- Ensure their child takes regular screen breaks and physical exercise.

Governing body

- Monitor the academy's approach to providing remote learning to ensure education is aligned to curriculum intent
- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding
- Monitor, support and promote staff wellbeing

Data protection Officer

- Monitor practice and procedures to ensure that Remote Learning activities are compliant with all DPO2018 principles.

SAFEGUARDING

In the event of a safeguarding concern, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

QUALITY OF EDUCATION

Remote Learning

In Tier 2 and Tier 3 of local restrictions, a combination of live lessons, recorded or online tutorials, learning resources and independent study workshops will replace the school timetable for those who are not in school. Students not in school will follow their school timetable from home. Leaders at all levels acknowledge that delivery will vary between direct instruction to the practising of skills and consolidation of knowledge, and departments will structure sequences of learning to incorporate a variety of learning activities throughout that sequence. Students will be encouraged to engage and participate in the different modes of delivery through the variety of available methods, including through group chat and one-to-one communication with teachers.

In the event of a local lockdown, live lessons will be a feature of curriculum delivery and a means of connecting with students remotely. The Academy recognises the potential for live lessons to support learning during normal term time, for example by supporting students who are absent or for revision purposes. Live lessons serve to reconnect students with the curriculum where this is not possible by face-to-face delivery. Specific guidance for delivering live lessons is outlined in the [Guide to Live Lessons \(Appendix 4\)](#).

Live lessons will be underpinned by the same principles of each department's pedagogical framework to ensure that outstanding learning is sustained.

Home Learning

In Tier 2 and Tier 3 of local restrictions, home learning assignments will continue to be planned and set as a feature of the model for effective learning. Home learning assignments will complement remote learning and allow students to further consolidate skills and knowledge independently. Assignments will be set in line with the school's Home Learning policy.

Marking and Assessment

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers will ensure, when they set assessed work, that it is in accordance with the subject section of Marking and Assessment Policy and designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Providing feedback directly through the chat function with specific feedback / targets
- Using class notebook and/or editing functions on online documents to provide dialogue
- Instant feedback via website/software (e.g. GCSEpod, MyMaths, Forms)

For individual subject marking and assessment policies, please refer to *Assessment Policy for Remote Learning* (Appendix 6).

Quality Assurance

Remote learning quality assurance is a part of Monitoring, School Evaluation and Review (MSER). It will include:

- Monitoring assessment data tools from online platforms
- Stakeholders' voice (students, teachers, governors, parents)
- Quality assurance of assignments set, outcomes and feedback

APPENDIX 1 PLANNING

Sequences of learning will be underpinned by the model for effective

Home learning approaches Planning framework



The most effective learners can self-regulate and organise their approach to learning. They are aware of their strengths and weaknesses and have well developed metacognitive strategies that help them to learn. Metacognitive strategies can be taught, and are particularly powerful when they are subject specific. These metacognitive strategies will be particularly important for your pupils if you can't be with them in the classroom, along with a consideration of how we learn and how we remember what we have learnt. This framework is for a learning sequence, and is unlikely to take place within a single session.

Approach	What is it?	Tasks (consider both online and offline tasks)
Activate 	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	
Explain 	Explicitly teaching strategies to pupils and helping them decide when to use them.	
Practise 	Pupils practising strategies and skills repeatedly, to develop independence.	
Reflect 	Pupils reflecting on what they have learnt after they have completed a piece of work.	
Review 	Revisiting previous learning after a gap.	

Adapted from the EEF guidance report [Metacognition and Self-regulated Learning](#)

APPENDIX 2 SETTING OF HOME LEARNING ASSIGNMENTS

Home Learning Assignments will continue to be set in line with the Home learning Policy. The type of task set will vary between subjects and depending on the learning that is to take place, but examples of appropriate tasks might include:

- Reading and making notes on new material from a common subject area textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the subject area
- Watching a relevant video resource and making notes on it
- Completing a listening exercise (e.g. in languages)
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years

Guidance on how to set a Home Learning assignment can be found in the CGA Staff Team channel *CPD Training Video Library* or by clicking [here](#).

Guidance on managing a Class Notebook and linking Class Notebook pages to a Home Learning Assignment can be found in the CGA Staff Team channel *CPD Training Video Library* or by clicking [here](#).

APPENDIX 3: CODE OF CONDUCT FOR REMOTE LEARNING

The code of conduct will be underpinned by the Academy's PROUD values. Students will follow the code of conduct for remote learning as laid out in the Home-Academy agreement.

Students agree to:

- Use a suitable place to participate in live lessons (ideally this should not be a bedroom)
- Follow the expectations in the Remote Learning Policy including wearing appropriate clothing when participating in live lessons, blurring out their background on screen and only contributing at the time and in the manner instructed by the teacher/s.
- Make sure that they understand how to access and use the online platform including accessing, submitting and reviewing my work, and make sure that they speak with their tutor if they have any problems with this
- 'Hand in' all assignments on time and to the best of their ability.
- Contact staff at appropriate times during the working week, understanding that staff will be unable to respond outside of working hours.
- Contact their **subject teacher** if they have questions or concerns about any **aspect of their learning**.
- Contact their **form tutor** or **key worker** if they have any **pastoral queries**.

The school agrees to:

- Ensure students have access to high-quality online lessons and resources
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- Set assignments so that students have meaningful and ambitious work in a number of different subjects
- Recognise that students will need to be supported with remote learning and use strategies to meet the diverse needs of students
- Assess how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Plan a programme that covers the core teaching pupils would receive in school, including regular contact with teachers
- Ensure students follow the expectations in the Remote Learning Policy to ensure all students are safeguarded and that behaviour in live online lessons enables active engagement and learning at all times and enforce sanctions where this is not adhered to.

Incomplete Remote Learning		
Failure to complete a Remote Learning activity (should NOT be considered an incident before it is investigated)	• Subject Teacher to reinforce expectation via chat function. • Subject Teacher consults Tutor Tracker on <i>Teams</i> to identify status of student. • Once subject teacher is confident this is a behaviour issue, subject teacher to remind student of consequences and (if appropriate, with help of LSA under direction of the subject teacher) to support with catch-up provided by class teacher and/or through Trailblazers provision.	A1 Log on Bromcom
Failure to complete 2 Remote Learning activities	• Subject teacher consults Tutor Tracker on <i>Teams</i> to identify status of student. → If red, Subject Teacher communicates with form tutor to raise concern. → If an isolated subject concern (amber, green), subject teacher to phone home. → If a wider concern, form tutor to contact parent and reiterate expectations.	A2 Log on Bromcom – report of logs sent to HoD for accountability
Failure to complete 3 Remote learning activities	• Subject teacher consults Tutor Tracker on <i>Teams</i> to identify status of student. → If an isolated subject concern, HoD and subject teacher to arrange meeting with family. → If a wider concern, RSL to arrange meeting with family.	A2 Log on Bromcom

Behaviour		
Inappropriate / non-standard language or irrelevant contribution to public forum/chat	Subject Teacher reinforces expectations in case of non-standard English or inappropriate language Subject Teacher to follow up with student for restorative conversation.	A1 Log on Bromcom
Repeated Inappropriate or non-standard English in public forum/chat	Subject Teacher immediately removes student from Team and follows up with student for restorative conversation. Subject Teacher notifies the parent and informs them that further infringement will result in a week-long removal of the student from their Team	A2 Log on Bromcom
Offensive/derogatory language	Subject Teacher immediately removes student from class Team and contacts home.	A2 Log on Bromcom
Disruption to live lesson	Subject Teacher immediately removes student from Team. Subject Teacher to follow up with student for restorative conversation. Subject Teacher notifies the parent and informs them that further infringement will result in a week-long removal of the student from their Team.	A1 Log on Bromcom
Repeated disruption to live lesson	Subject Teacher immediately removes student from class Team, logs on Bromcom and checks behaviour log history before contacting home. If behaviour log history is subject specific, inform HoD to determine resolution and consequence. If behaviour log history is across a range of subjects, inform RSL to determine resolution and consequence.	A2 Log on Bromcom

APPENDIX 4 GUIDE TO LIVE LESSONS

Guidance on delivering Live Lessons can be found in the CGA Staff Team channel *CPD Training Video Library* or by clicking [here](#).

APPENDIX 5 TIERS FOR LOCAL RESTRICTIONS

	Tier One Full school Opening	Tier Two Rota model	Tier Three or Full school closure
Tier description	<i>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.</i> <i>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.</i>	<i>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.</i> <i>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.</i>	<i>Secondary schools 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.</i> <i>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.</i>
Working hours	8.30 am (8.20 on Tuesdays) – 4.00 pm If unwell, ensure normal absence procedure is applied.	8.30 am (8.20 on Tuesdays) – 4.00 pm If unwell, ensure normal absence procedure is applied.	8.30 am (8.20 on Tuesdays) – 4.00 pm If unwell, ensure normal absence procedure is applied.
School Day	Normal school timetable applies. The content of face-to-face curriculum is delivered through home learning to students who are self-isolating, have a suspected or confirmed case of COVID19 or are in quarantine supported by evidence. Departments may decide to make home learning available to all students in order to ensure immediate switch to Tier 2/3. The content and mode of delivery of home learning is determined by individual subjects.	A scenario for a rota system will be implemented in guidance with Public Health England. (Current expectation is for students to attend school on fortnightly basis alternating between Years 7, 9, 11 and Years 8, 10 and the 6th Form) When at home, students will follow their normal school timetable and delivery for that cohort will be the same as in tier three. As much as is possible, students in school will follow their normal timetable. Students invited into school on a rota basis will be provided a provisional timetable to follow whilst on site. Vulnerable pupils Trailblazers (Vulnerable students/key workers) will be supported to follow their normal school timetable with school-based workshops where they will be able to access the curriculum through online platforms.	Students' school day is organised according to their regular timetable, with a mixture of live lessons and independent study with teachers available during timetabled lessons. Dialogue with teachers is through class Teams in group posts and one-to-one chat function. Teachers are available at the time they would normally have a lesson with that year group to be available for students to ask questions in real time. Sequences of learning are planned in line with the framework for effective learning. Vulnerable pupils Trailblazers (Vulnerable students/key workers) will be supported with school-based workshops where they will be able to access the curriculum through online platforms. Students invited into school on a rota basis will be provided a provisional timetable to follow whilst on site.

Delivery	<u>Classwork:</u> Deliver face-to-face lessons as per timetable and upload lesson resources to the class team for future reference. <u>Home learning:</u> Home Learning Assignments to be set in line with home learning policy as determined by individual subjects.	<u>Classwork:</u> For students in school, deliver face-to-face lessons as per timetable and upload lesson resources to the class team for future reference. <u>Remote Learning:</u> For students in isolation, a range of methods of delivery are used to plan effective sequences of learning, to include a combination of live lessons, tutorials, group chat and independent study. <u>Home Learning:</u> Home Learning Assignments to be set in line with home learning policy as determined by individual subjects.	<u>Remote Learning:</u> A range of methods of delivery are used to plan effective sequences of learning, to include a combination of live lessons, tutorials, group chat and independent study. Teacher is available throughout. <u>Home Learning:</u> Home Learning Assignments to be set in line with home learning policy as determined by individual subjects.
Tracking monitoring and assessment	Feedback delivered (in person, on paper, electronically) as per department policy as outlined in the curriculum guides (Y7-Y11)	Feedback delivered (in person, on paper, electronically through group chat, one-to-one chat or in annotation of submitted work) as per department policy. (Appendix 6) Acknowledgement of work submitted weekly.	Feedback delivered (electronically through group chat, one-to-one chat or in annotation of submitted work) as per department policy. (Appendix 6) Acknowledgement of work submitted weekly
Pastoral care	Tutors check in with their tutees and their parents by phone in the first week of their absence and then at least once fortnightly. Assemblies held in tutor time and Health curriculum delivered 2.45-3.15 with resources available through Teams for students in self-isolation. Outstanding work follow up as per Behaviour Policy.	Tutors check in with their tutees and their parents by phone at least once during the period of school closure. Assemblies and Health: for students in school, same as Tier 1; for students not in school, same as Tier 3. Tutor updates the tutor tracker on Teams (CGA Staff Hub) with students' personal circumstances that may affect students' performance / work completion. Teacher checks the tutor tracker and logs on Bromcom incomplete work where there is no valid reason for incompleteness. The tutor tracker is populated weekly to reflect incomplete remote learning logs from Bromcom.	Tutors check in with their tutees and their parents by phone in the first week of their absence and then at least once fortnightly. Assemblies held in Health. Outstanding remote learning follow up the same as in Tier 2.
Keeping in touch with pupils who are not in school and their families (teachers)	Teachers respond to students' and parents' inquiries (via Teams chat, email or telephone) within 48h. Teachers contact any students who cannot physically attend to signpost learning missed.	Teachers respond to students' and parents' inquiries (via Teams chat, email or telephone) within 48h. Active engagement with students should take place within normal working hours.	Teachers respond to students' and parents' inquiries (via Teams chat, email or telephone) within 48h. T Active engagement with students should take place within normal working hours.

APPENDIX 6: ASSESSMENT POLICY FOR REMOTE LEARNING TIERS 2 - 4

Subject	Method of delivery	How will we provide feedback or check progress?
English	KS3: 1-2 live lessons a week (1 may be a formal live lesson and the other a more tutorial/intervention style class with their own teacher. Home learning assignment will provide the rest of the learning time. KS4: 2 live lessons a week and 1 tutorial. Home learning assignment will provide the rest of learning time. KS5: 2 live lessons a week and 1 tutorial. Home learning assignment will provide the rest of learning time.	Attendance in live lessons Weekly assignments submitted (although not all will be deep marked) with weekly whole class feedback. The completion of the assignments to be deep marked (as shown on curriculum guide)
Maths	KS3: 1 (or more) recorded lesson per week. Teacher to be online and available during the playback of the recorded lesson to focus on the Chat. Teachers to pair up to lessen the load. Teachers online and available for each timetabled lesson with option for live lesson or tutorial available as appropriate. Voiceover ppt and external source videos to be used for non-recorded lessons. KS4: As KS3, with a deeper focus on tutorial style support; option to invite a small sub-group of the class for intense support. KS5: Recorded lessons and tutorials as above.	At all key stages students will be expected to work in their exercise books and regularly photo examples of their book work. Live lesson registers. Students to complete online assessments (cimt, mymaths,...) and upload photos of scores. Some classes may occasionally be set exercises/assessments and students will upload photos of their work allowing the teacher to give detailed feedback.
Science	KS3: 1 live lesson per week, independent activities to make up the remainder of the learning time including one hour where the teacher is available to be contacted. KS4: 2 live lessons per week, independent activities to make up the remainder of the learning time including one hour where the teacher is available to be contacted. KS5: 1 Live lesson per week for each teacher. Independent activities to make up the remainder of the learning time including an allocated time to contact one of the teachers.	KS3 & 4 - Live lesson register, weekly quiz with immediate feedback. Deeply marked tasks follow the existing curriculum guide. KS5 – Live lesson register. Assignments set on teams and marked using the existing KS5 marking policy.
History	KS3: PPs with voice over (potentially face) recordings + teachers available on chat during their normal lesson times. KS3 organisation and setting delegated between SFR, IM and FM. KS4: 1/3 lessons a week is a live lesson taught in option blocks. We will need either year teams or option block teams. 2/3 lessons a week independent work through the PPs. All of our lessons (whether live or assignments) will be our normal PPs with edits to make online suitable. KS5: For each topic 1 lesson a week will be live and the other 1 or 2 (depending on topic) will be as above an independent PP/PPs.	Follow curriculum guide for deep marking Live lesson register and where possible two staff so feedback in the chat KS3 teachers available during lesson time for KS3 lessons for help- monitor attendance to this chat Whole class feedback using Class Notes after each assignment (weeks' worth of work)

Geog	KS3: PPs with voice over recordings + teachers available on chat during their normal lesson times. KS3 organisation and setting delegated between RRO, OT and KR. KS4: Lesson 1: Live lesson taught in option blocks. We will need either year teams or option block teams. Lesson 2+3: Independent work through the PPs with voiceover with tutorial – all teachers available during one of their timetabled lessons to answer questions about work. KS5: For each topic 1 lesson a week will be live and the other 1 or 2 (depending on topic) will be as above an independent PP/PPs (some with voice recording). Teacher will also be available for tutorial 1 lesson a week for each topic.	Live lesson register (KS4/5) Whole class feedback for common misconceptions/issues Quizzes with immediate feedback Follow curriculum guide for deep marking assignments Teachers monitor work completion of their own classes 'Geographers of the week' for outstanding home learning
MFL	KS3 One live lesson a week with independent follow up work on Teams KS4: One live lesson a week followed by one tutorial later in the week and follow up work KS5: combination of live lessons and tutorials depending on the topics	Hand in rate of assignments will be monitored by individual class teachers. Fortnightly quiz with immediate feedback. Live lesson register.
PBE	Yr 7+8: Voice recorded lessons. Yr 9: Voice recorded lessons + Teachers are available for tutorial during their normal lesson times. Yr 10 & 11: Live lessons (1 teacher to do the lesson and others to answer questions/ provide live tutorial) KS5: Teachers want to do live lessons for all of their classes. HOWEVER, does there always have to be another member of staff in the room when another is delivering? This won't be possible for us. If so, could we reassign LSA's?	Staff to track engagement on a tracking sheet. Registers for live lessons.
PE	KS3: Weekly home fitness and skill tasks set via teams to encourage being active at home. Limited need for screen time, time to be active and away from screens. Adapted activities covered when in school. Examination PE KS4: Live lesson with new content / or Live course work support. 1 live session per module per week. Modelling of coursework responses shared via teams. Set coursework sections to be completed in given time frame. Examination PE KS5: Live lesson with new content / or Live course work support. 1 live session per module per week. Modelling of coursework responses shared via teams. Set coursework sections to be completed in given time frame. Live walking talking mocks for examination content.	No formal tracking of PE activities in KS3. Tracking of viewed assignments – where no work is needed to be submitted Submission of videos, photos and logs where students wish to show their performance Response to class discussion in chat. Register of attendance for live session Hand and completion of assignments Completion of coursework tasks Responses in class notebook. Responses to class discussion in chat
Design and Technology	KS3: Live lesson (FM years 7 and 8 and JRW year 9), graphics based activities. KS4 and KS5: weekly live theory lesson + controlled assessment Q&A session (FM year 10, JRW years 11, 12 and 13).	Live lesson register + weekly quizzes based on design theory which are assessed immediately or if drawing based, assignments set on Teams so students can upload sketches and assessed. Will need to follow any updates from Government guidelines in relation to practical prototypes if lockdown occurs.

Art	KS3: live lessons (MH, JM and HM to do a year group each): Year 7: teacher TBC Year 8: teacher TBC Year 9: teacher TBC KS4 and KS5: weekly live lesson to run through AO's for particular sketchbook pages followed Q&A session immediately after (MH/JRW).	Live lesson register + sketchbooks pages set as assignments, photographed by students and uploaded to Teams to be assessed. Will need to follow any updates from Government guidelines in relation to practical outcomes if lockdown occurs.
Music	KS3: Lesson PPTs and all lesson materials made available. 20 minute filmed lesson of a practical task every other week. KS4: 'Live lesson' weekly Lesson PPTs and materials made available. Teachers available on chat during their normal lesson times. KS5: 'Live lesson' weekly Lesson PPTs and materials made available. Teachers available on chat during their normal lesson times.	Hand in rate of assignments will be monitored by individual class teachers who will track engagement on a tracking sheet. Half termly quizzes to check knowledge and understanding. Registers for live lessons.
Dance	KS3: Lesson PPTs and all lesson materials made available. 20 minute filmed lesson every other week of a practical task – dance routine, warm-up etc KS4: 'Live lesson' weekly Lesson PPTs and materials made available. Teachers available on chat during their normal lesson times. KS5: 'Live lesson' weekly Lesson PPTs and materials made available. Teachers available on chat during their normal lesson times.	Hand in rate of assignments will be monitored by individual class teachers who will track engagement on a tracking sheet. Half termly quizzes to check knowledge and understanding. Registers for live lessons.
Drama	KS3: Lesson PPTs with voiceovers or 'live lesson' plus all lesson materials made available. KS4: 'Live lesson' weekly Lesson PPTs and materials made available. Teachers available on chat during their normal lesson times. KS5: 'Live lesson' weekly Lesson PPTs and materials made available. Teachers available on chat during their normal lesson times.	Hand in rate of assignments will be monitored by individual class teachers who will track engagement on a tracking sheet. Half termly quizzes to check knowledge and understanding. Registers for live lessons.
ICT and Computing/Business	KS3: Weekly live lessons (Year 9 – AT to deliver) KS4: Voice-over PPT for theory lessons one a week; live lessons for practical and coursework surgery. KS5: Pre-recorded lessons with associated assignments and coursework. Live coursework surgery	KS3 – weekly Socrative quizzes based on live lesson content. Report generated of completion rate. KS4: MCQs for each lesson completed through Kahoot/ Submission of assignments through Teams/ Showbie. KS5: Submission of assignments through Teams/ Showbie. Attendance at live coursework surgeries.

APPENDIX 7: EXTERNAL TUTORS

Chestnut Grove Academy 1-1 Online Tuition Home-Academy Agreement – September 2020

The parent/carer agrees to:

- Attend a brief meeting with the tutor prior to the first session and remain in regular contact for the duration of the tuition.
- Ensure your child attends scheduled lessons on time. If your child is unable to attend for any reason, please notify Ms Fabiani at least 24h in advance.
- Ensure your child can access the tutorial. They will need to have a laptop, PC or ipad and secure broadband. Please note that the use of phones is discouraged due to the size of the screen. Please notify the school immediately, if there is a technical issue with your child accessing their online tutorial.
- Ensure that the atmosphere at home is conducive to learning: there is a quiet room for your child to attend the tutorial from; no noise can disrupt the session; your child has a glass of water, etc. If this is not possible, please let us know and we will arrange for your child to attend tutorials from school.
- Make sure our/my child follows the expectations in the Remote Learning Policy.
- Flag any concerns relating to the online learning platform immediately to Ms Fabiani.

As the student I will:

- Ensure I have all necessary equipment: pen, paper, ruler, calculator, etc.
- Avoid all disruptions to the lesson: ensure you have water with you; you have eaten / been to the toilet.
- Attend tutorials on time. If unable to attend, ensure you've informed Ms Fabiani or Ms Davies 24h in advance.
- Follow your tutor's instructions; give every task your best and do not hesitate to communicate your learning needs to her (ask for the instructions and explanations to be repeated; ask to slow down/speed up; ask for clarification, etc.)
- Show outstanding behaviour at all times. Follow the PROUD values.
- Let my tutor, Ms Fabiani or Ms Davies know if I am worried or concerned about anything.
- Use a suitable place and suitable device (ipad, laptop or PC) to participate in live lessons.
- Follow the expectations in the Remote Learning Policy including wearing appropriate clothing when participating in live lessons, blurring out my background on screen and only contributing when and in the manner instructed by the tutor.
- Report any concerns relating to the online learning platform immediately to Ms Fabiani or Ms Davies.

As a school we will:

- Ensure students are receiving highest quality tuition and monitor their progress.
- Ensure tutorials are tailored to meet each student's needs through regular liaison between the student's class teacher and online tutor.
- Ensure tutors are vetted: DRB check, relevant experience, strong references, etc.
- Provide parents with all relevant information regarding tutoring and maintain regular contact throughout the tuition period.
- Inform students what equipment they need for lessons.
- Encourage, praise and reward good attendance (100%). Please note that if students fail to inform Ms Fabiani 24h in advance of their absence or fail to attend a tutorial they may be removed from the tutoring register.
- Ensure students follow the expectations laid out in the Remote Learning Policy to ensure all students are safeguarded and that behaviour in live online lessons maximises their learning outcomes.

Behaviour in 1-1 lessons with external tutors		
Inappropriate / non-standard language or irrelevant contribution to public forum/chat	Tutor reinforces expectations in case of non-standard English or inappropriate language. School Mentor to follow up with student and arrange restorative conversation.	School Mentor logs A1 on Bromcom
Repeated Inappropriate or non-standard English in public forum/chat	Tutor immediately stops the lesson and informs the School Mentor who follows up with student and arranges restorative conversation. Subject Mentor notifies the parent and informs them that further infringement will result in a student being removed from the tutoring register.	School Mentor logs A2 on Bromcom
Offensive/derogatory language	Tutor immediately stops the tutorial. School Mentor informs the parent and removes the student from the tutoring register.	School Mentor logs A2 on Bromcom
Lateness to a tutorial	Up to 5 minutes: Tutor warns the student that repeated lateness will result in their removal from the tutoring register. Tutor informs the School Mentor . Over 5 minutes: Tutor cancels the lesson and informs the School Mentor , who warns the student that another instance of lateness will result in their removal from the tutoring register.	School Mentor logs A1 on Bromcom
Repeated lateness to tutorials	3 instances of up to 5 minutes lateness will result in the removal from the tutoring register. 2 instances of lateness over 5 minutes will result in the removal from the tutoring register.	School Mentor informs parents about the termination of tutoring.
Lack of focus / disruption to lessons (leaving the room, using mobile phone, making noise, etc.)	One or two instances in any period of time: Tutor warns the student that such behaviour will result in their being removed from the tutoring register. Three instances in any period of time: Tutor warns the student that such behaviour will result in the removal from the tutoring register.	School Mentor logs A1 for each disruption / time when student lacked focus School Mentor informs parents about the termination of tutoring.