

Remote Learning Strategy – 2020-21

Intent

The intent of this strategy is:

- To identify how the academy will provide, using remote learning technologies, a broad and balanced curriculum for all of our students that is in line with the curriculum that they would normally access.
- To provide absolute clarity regarding the different levels of Remote Learning (including modes of provision, methods of formative feedback and assessment etc) that will be provided in the event of:
 - **Scenario 1:** A small group or bubble (e.g. class) of students being asked to self-isolate for a week or more.
 - **Scenario 2:** A large group or bubble (e.g. year group) of students being asked to self-isolate for a week or more.
 - **Scenario 3:** A whole academy 'lockdown'.
- To identify other mechanisms that will help to ensure that students experience the highest possible levels of Remote Learning including Whole Academy communication, Quality Assurance, Line Management, Data Analysis and Communication with Home.

Implementation

	Assignment Provision	Types of Task	Formative Feedback	Summative Assessment	Quality Assurance
Scenario 1: Small group/bubble isolating at home for up to 14 days	Students access streamed lessons as per in-school timetable – regular teacher to deliver and provide feedback.	Live streaming of the lesson with assignments as required.	<p>Provided on a weekly basis as part of the lesson by class teachers affected – monitored by HODs.</p> <p>Including but not limited to: quantitative (e.g. a quiz score) or qualitative (e.g. whole class feedback or individualised comments regarding WWW and EBIs).</p>	As per ongoing assessment t/t if possible remotely	Via existing Department & HOD Meetings

<p>Scenario 2: Large group/bubble isolating at home for up to 14 days</p>	<p>Students access lessons as per in-school timetable – HOD to coordinate which staff deliver and which provide feedback to ensure provision is efficient.</p>	<p>Live streaming of the lesson with assignments as required.</p>	<p>Provided on a weekly basis as part of the lesson by class teachers affected – monitored & coordinated by HODs.</p> <p>Including but not limited to: quantitative (e.g. a quiz score) or qualitative (e.g. whole class feedback or individualised comments regarding WWW and EBIs).</p>	<p>As per ongoing assessment t/t if possible remotely</p>	<p>Via existing Department & HOD Meetings</p>
<p>Scenario 3: Whole academy lockdown</p>	<p>Students access lessons as per Lockdown Timetable (available below using an adjusted timetable with additional breaks for students and 50 minute live streamed lessons.</p>	<p>Live streaming of the lesson with assignments as required.</p>	<p>Provided on a weekly basis as part of the lesson – monitored by HODs.</p> <p>Including but not limited to: quantitative (e.g. a quiz score) or qualitative (e.g. whole class feedback or individualised comments regarding WWW and EBIs).</p>	<p>At least twice in a 6 week period – timing to be determined by Heads of Department as part of Responsive Curriculum planning.</p>	<p>Via remote Department & HOD Meetings</p>

Information for Students, Parents & Carers

Whole Academy Lockdown: Timings of the Day & Timetable

In the event of a whole academy lockdown the academy will operate the following timetable in order to provide students and staff with the opportunity to stretch their legs and bring their eyes away from the screen. There are regular breaks between lesson and lessons will be 50 minutes long:

8.45am – 9.00am:	Tutor Time
--- BREAK: 10 minutes ---	
9.10am – 10.00am:	Period 1
--- BREAK: 10 minutes ---	
10.10am – 11.00am:	Period 2
--- BREAK: 30 minutes ---	
11.30am – 12.20pm:	Period 3
--- LUNCH: 50 minutes ---	
1.10pm – 2.00pm:	Period 4
--- BREAK: 10 minutes ---	
2.10pm – 3.00pm:	Period 5

In the event of a whole academy lockdown subjects will post their assignments as per the Academy's Lockdown timetable, which is as follows:

		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Monday	Period 1	Technology	REP	Maths	Option D	English	Option A	
	Period 2	Maths	English	Science	PSHE	Option B		Option C
	Period 3	PE	Geography	English	Science	Maths	Option C	Option D
	Period 4	Technology	Technology	Dance	Maths	Science	Resit English	Resit English
	Period 5	Geography	PE	Geog/Hist	English	Option D	Resit Maths	Resit Maths
	Twilight				Dance			
Tuesday	Period 1	ICT	Maths	German	Option A	Science	Option A	Option B
	Period 2	English	ICT	Maths	Science	Option B	Option C	Option D
	Period 3	Science	Art	English	Option B	Maths	Option C	Option C
	Period 4	Geography	Science	Drama	Maths	English	Option D	Option A
	Period 5	PE & Catch-up Maths	History	Art	English	Option D	Option B	
	Twilight				Further Maths	Further Maths Engineering		
Wednesday	Period 1	German	Maths	PE	Option B	Option A	Option B	Option B
	Period 2	Art	English	History	Option A	Option C	Resit English	Resit English
	Period 3	Maths	German	Science	English	Option A		Option A
	Period 4	REP	Technology	English	Maths	Science	Option A	Option D
	Period 5	English	PE	Technology	Science	Maths	Option D	Option C
	Twilight				Music	Music Des. Tech		
Thursday	Period 1	Music and catch up	Dance	English	Science	Option C	Resit Maths	Resit Maths
	Period 2	English	Science	ICT	English	Option B		Option D
	Period 3	Drama	Music	German	Option C	English		Option A
	Period 4	Science	English	Maths	Option D	Science	Option A	Option B
	Period 5	German	Geography	Science	Maths	Option C	Option D	
	Twilight					Music Dance		
Friday	Period 1	History	Maths	Music	Science	English	Option C	Option B
	Period 2	English	Science	Geography	Maths	Option D	Option D	
	Period 3	Science	German	Maths	English	Option A	Option B	Option C
	Period 4	Maths	History	REP	PE	Science		Option A
	Period 5	History	Drama	Science	Option C	Maths	Option B	
	Twilight							

Expectations for Students and Parents/Carers

In the event of whole academy lockdown, the first two to three days of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. We will communicate this with parents, carers and students and ask them to bear with us initially.

Once our remote learning is fully 'up and running' we will expect students to follow the timetable and timings indicated earlier in this document and attend all Live Streamed lessons using Microsoft Teams. This will enable students to access their full curriculum, with some adaptations in specific subjects and students and parents/carers will be informed of this.

This will provide students with:

- **Registration/Tutor Time:** 5 x 15 minutes per week
- **Lessons/activities:** 25 x 50 minutes per week
- **Homework:** Additional homework assignments for students to complete outside of this time

With this in mind we ask that all parents/carers will:

- Have contacted the academy via the main phone number (01522 881010) or enquiries@nkacademy.co.uk if there are any technology issues with their child accessing the learning for that day.
- Have contacted the academy as per the normal absence procedures to inform us if their child is unwell or unable to attend lessons for that day.
- Ensure that their child is ready for the beginning of the school day at 8.45am and that they have all the necessary equipment for their learning (internet-connected device, space to work, pencil case with correct equipment, paper/books).
- Check that their child is attending all of their lessons and work with the academy to ensure that they continue to do so.

We also expect that all students will:

- Attend all lessons, on time, as per the timetable and timings from this document.
- Have all the necessary equipment for their learning (internet-connected device, an appropriately quiet and private space to work, pencil case with correct equipment, paper/books).
- Ensure that they join each lesson/tutor time with their microphone off and their camera switched off. They must ensure that their microphone and camera stay off unless the teacher requests them to unmute/turn the camera on.
- Use the 'raise your hand' and/or chat functions to communicate directly with the teacher.
- Use the chat function appropriately, adding only very necessary comments and communicating only with the teacher.
- Actively engage with the learning, to the best of their ability, in every lesson. This might include (but is not limited to), as requested by the teacher: contributing to the 'chat', speaking within the lesson to answer a question or engage in discussion, completing all tasks as directed.
- Meet the academy's behaviour expectations of being Ready, Respectful and Safe at all times.

If there are any concerns that a student is not meeting these expectations then the academy may:

- Contact parents/carers to discuss these concerns and identify a solution to ensure that these expectations will be met.
- Contact parents/carers to conduct a more formal meeting online with the student present.
- Limit certain elements of a student's access to Microsoft Teams (e.g. mute their ability to 'chat' during lessons).
- Remove the student from Teams and require they complete work from textbooks and on paper.

Pastoral Provision

In addition to the remote learning provision detailed above, the academy will also provide the following pastoral provision:

- A weekly assembly, led by the Head of Year

- Regular tutor time
- Weekly safe and well checks for a pre-identified cohort of families by the Inclusion Team
- Availability of the inclusion team, tutors and teachers to address any individual concerns through Teams.

Supporting Families without Internet-Connected Devices

Families and students will have varying levels of equipment. In order to support this, the following measures will be put in place:

- In the event of a whole academy lockdown, and if a student cannot access live streaming, then we encourage parents/carers to get in contact with the Academy by phoning our main number (01522 881010) or emailing enquiries@nkacademy.co.uk. We will then work with parents/carers to identify possible solutions which might include providing over-the-phone tech support, allocating a place to a student in school (if permitted by government guidance) or sourcing a digital device for the student utilise.
- All live sessions will be supported by a PowerPoint presentation which will be automatically uploaded to the 'Files' section of the year group team. This presentation should be designed to be helpful as a 'standalone document' and, in the immediate short term (whilst a long-term solution is identified) help students to access the accompanying assignment without necessarily watching the live session. This will support those students that cannot access live streams.
- For years 10-13 students will also be encouraged to revise from their Knowledge Organisers in addition to the work completed in class and any additional assignments – this can be accessed by all students as they have paper copies of these and digital copies can be made available upon request.

Support for Students with Particular Needs

We recognise that some students, for example some students with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those students in the following ways:

- All students with an EHCP will be offered a place in school in national lockdown.
- If students with an EHCP are not in school they will be closely monitored for attendance and engagement in live streams by the SENDCo who also is in close contact with their teachers to monitor any concerns with progress.
- Other students on the SEN register will be monitored for attendance and engagement in live streams and have a specific point of contact within the school with whom they are able to share any concerns.
- Whilst it is often difficult to meet specific needs remotely we encourage all families and students to communicate any difficulties they are experiencing and individualised support is in place as appropriate.

Challenging Disengagement

In the event of a whole academy lockdown, in order to ensure high levels of engagement, the academy will carefully monitor the engagement of students and their attendance to live streamed lessons. This means that it is imperative that teachers take a register for every class that they deliver and ensure that they have followed these procedures in an accurate and timely fashion. The academy will utilise a team of support staff, allocated in pairs for each year group, to phone home on a daily basis in order to identify potential issues and subsequent solutions in order to ensure student engagement. This will be reviewed by Heads of Year and the Senior Leadership Team on a weekly basis.

In the event of a whole bubble or academy lockdown, the academy will also run compulsory after-school sessions for students that have refused to engage with the work set. These students will have been identified by the Heads of Year, in consultation with the Heads of Department. These sessions will take place upon the reopening of the academy and will be compulsory and will be coordinated by the Heads of Year in consultation with the Assistant Heads for Quality of Education and Behaviour & Culture.

Following the sessions, the student's progress will be reviewed by the relevant Head of Year and shared with the parents/carers to ensure that they have made satisfactory progress. Should the student have not made satisfactory progress within these sessions the academy may meet with the family and student to discuss further measures that need to be put in place.

Additional Communication Mechanisms in the Event of Whole Academy Lockdown

In the event of a whole academy lockdown, the following communication mechanisms will also take place in order to assist in the effective implementation of the academy's Remote Learning strategy:

- **Whole Academy** – every Monday morning at 8:30am the Headteacher will lead a whole academy briefing and this will take place online using Microsoft Teams. This meeting will take place in the All Staff Team and all members of staff are expected to attend. In order to assist the smooth running of the meeting, we ask all staff to mute their microphones before joining the meeting.
- **Regular Home Communication** – on a regular basis (e.g. once a week or more) parents will receive, via their email addresses, a detailed update from the Headteacher. This will guide parents and help them to support the Remote Learning processes for their child(ren).
- **Calendared Meetings** – staff are to assume that all calendared meetings will carry on, delivered via Microsoft Teams, unless informed otherwise. This includes but is not limited to SLT meetings, Curriculum Development Meetings, Professional Learning sessions and all forms of engagement events.

Further Information for Staff

Impact

In order to assess the effectiveness of provision the academy will undertake the following:

- **Department Meetings** – any forms of provision for isolating large/small groups need to be regularly monitored and discussed within department meetings in order to ensure that the department's Remote Learning provision is working effectively for that group. Where issues are identified it is anticipated that the Head of Department will support the teachers involved in identifying a strategy to effectively address these issues. Heads of Department will discuss their concerns with their Line Manager.

In the event of a Whole Academy lockdown, Heads of Department will need to set up a one hour weekly remote department meeting at a time that is mutually convenient for the department. This might be after school between 3.30pm and 4.30pm or take place within the timetable.

This will provide the opportunity to review provision so far, identify issues and ensure that the department's Remote Learning is working effectively. The agenda will always address (but not be limited to) the following:

- Levels of activity on each Team by class and by year group.
- Levels of attendance for live sessions, year by year, class by class.
- Levels of assignment/task completion, year by year, class by class.
- Quality of assignment/task completion, year by year, class by class.
- Quality Assurance regarding quality of assignment tasks, live sessions, support materials.
- Agreed actions in order to drive progress and increase engagement.

- **Head of Department Meetings** – these meetings will also address ongoing provision for isolating large/small groups and provide an opportunity to share feedback between departments regarding the academy's Remote Learning provision with regards to a particular group or groups. This will provide an opportunity to share strategies and identify areas for further improvement in the academy's remote learning provision. In these scenarios it may also provide the opportunity to share information with the Head of Year in question.

In the event of a Whole Academy lockdown, the Assistant Headteachers for Quality of Education and Raising Achievement will arrange a weekly remote Heads of Department meeting in order to closely monitor provision, share examples of effective practice and identify areas of challenge/concern and how these might be addressed.

This will provide the opportunity to review provision so far, identify issues and ensure that the academy's Remote Learning is working effectively. The agenda will always address (but not be limited to) the following:

- Levels of activity on each Team by year group and by subject.
- Levels of attendance for live sessions by year group and by subject.
- Levels of assignment/task completion by year group and by subject.
- Quality of assignment/task completion by year group and by subject.
- Quality Assurance regarding quality of assignment tasks, live sessions, support materials.

- **Formative Feedback** – this must take place at least once a week. We encourage teachers to think of feedback as any useful teacher-student interaction. For example, this could include:
 - Whole class feedback after a task with a detailed breakdown of areas of strength, improvement etc (which would be followed by an improvement task)
 - Quick quizzes (especially auto-marking quizzes on Forms) in class – giving students score feedback whilst the teacher can then analyse where a whole class struggled, allowing them to give feedback on key questions to re-address.
 - Verbal feedback in a breakout room.
 - Feedback via the chat function – e.g. students input ideas/answers and then the teacher informs them about how they got on.

This feedback is most effective when it takes place in class but there will also be occasions where this might be feedback after completing an assignment (e.g. as homework).

- **Assessment and Progress Data** – we require that summative assessment takes place at least twice in six weeks. This could be in various formats, such as:
 - Extended knowledge quizzes (e.g. 20 questions or more)
 - Multiple choice quizzes (e.g. 20 questions or more)
 - Extended written responses

- Comparative judgement

Departments will need to analyse data produced from these assessments in order to identify which students may have fallen behind (to be fed back to the relevant Head of Year) so that appropriate support can be put in place for them. Heads of Department can analyse work that has been returned using Insights on Microsoft Teams. They may also have other mechanisms of collecting data, such as Microsoft Forms, Quizlet, etc. Teaching staff will be expected to feed back on their groups during scheduled virtual departmental meetings. HoDs will then subsequently feed back to the Senior Leadership Team, via Raising Achievement meetings, and Heads of Year on whole year groups' performance.

There will also be opportunities (as calendared, although these may increase in frequency during a lockdown situation) to collect attitude to learning scores. These will be on a 1-4 scale and will focus on progress and engagement. These scores will be reported to parents.

Expectations for Staff: Standards of Remote Provision

- **All Heads of Department & Curriculum Leads:** At Key Stage 3, in order to be as efficient as possible, one teacher will deliver the live sessions for that subject for the entire year group, supported by another teacher who will monitor the 'chat' function and provide additional feedback and support to students. At Key Stage 4, in the vast majority of cases, the individual class teacher will stream lessons for their own classes although there may be exceptions to this. At Key Stage 5 the individual class teacher will stream lessons for their own classes. Either the normal class teachers or the teacher delivering to the entire year group will be responsible for feeding back on the assignments and this will be decided at a departmental level by Heads of Department. Heads of Department & Curriculum Leads will therefore need to:
 - identify which teacher will be delivering the live sessions for years 7, 8 and 9.
 - Identify whether or not there will be any larger sessions at Key Stage 4 and who will be delivering these.
 - identify which teacher will be present for the live sessions in a support capacity. They will inform their line manager if they need additional support for any specific lessons, due to staffing limitations.
 - ensure that teachers are aware of their responsibilities with regards to providing feedback (either quantitative or qualitative) for all of their classes and responding to communications from students.
 - ensure that, should a lesson not be live streamed because of staff absence or an agreed alternative arrangement, all relevant parties are informed in a timely fashion via Microsoft Teams.
- **Training for Staff** - The Academy has issued very clear and detailed guidance and training videos re: the streaming of live lessons. It is imperative that all teachers have watched the videos and read any accompanying materials to fully understand what is expected of them.
- **Required Pedagogies** – it is anticipated that every staff member is able to:
 - use Microsoft Teams, set up live streams (including correctly setting up the lobby, presenting rights and whether or not students can unmute themselves), use chat in the lesson, raise/lower hand.
 - stop students from flicking ahead through PowerPoints (eye button).
 - mute students and, where required, remove students.
 - set up breakout rooms for discussions.
 - use Microsoft Forms for various forms of testing, quizzing and to view/analyse the results.
 - share the screen, a specific window or a PowerPoint.
- **Training for Students** - The Academy has also provided training for all new students for Teams so that they can access this effectively. In addition to this all parents, carers and students have been issued with clear guidance about the Academy's remote learning expectations. Where clear gaps in understanding are identified, further training may be delivered, as directed by a member of the Senior Leadership Team or Head of Year, for students during the online Tutor Time/Registration at 8.45am.
- **External Content** – As part of the live sessions, teachers may also choose to also direct students to complete resources that are hosted elsewhere (e.g. Oak National Academy, GCSE Bitesize, GCSEPod). It is imperative that teachers carefully vet the specific content (not just the website/provider) beforehand and that the content is directly linked to the curriculum needs of those particular students. Teachers will also need to find methods to

effectively gauge progress and provide formative feedback in some format for the work completed with external providers. For example, this might involve students completing a quiz on Teams based upon the resources that they have engaged with, completing some sort of short evaluation of what they have learnt or submitting some other form of proof of completion.