Poole Grammar School – Remote Learning and Teaching Strategy (January 2021 update)

Scenario 1: School open for all

At PGS, under Scenario 1, face-to-face education will be provided to all pupils who are in school in line with the schools Coronavirus risk assessments. As during normal times, some pupils will be absent, although it is anticipated that the number of absences will be higher than usual when taking into account absence related to the current pandemic.

Where a pupil is absent through illness, it is the schools expectation that the student is not well enough to attend school and so should be recuperating; as such there is no expectation on staff to provide work for students in these circumstances. This may be where the illness is related to COVID-19 or not. However, if a student feels able to work from home. Staff may provide work if a student requests it of them although they are not obliged to provide it. It is the schools expectation that a student should catch up with any missed work upon their return – support should be sought from peers to find out what has been missed.

Students may be absent from school for reasons related to COVID-19 where they are not ill. Where students are following Government guidance, there is a legal expectation upon schools to provide work for students to complete. Such circumstances where this is expected of staff include:

- Where the student is isolating following recovery from COVID-19 (had symptoms, recovered, waiting for test results or had a positive test)
- Where the student is isolating due to a member of their household either testing positive for COVID-19 or having symptoms and awaiting a test
- Where the student has had close contact with a confirmed case of COVID-19 and has been instructed to isolate via track and trace
- Where the student has come into close contact with a confirmed case of COVID-19 in school and has been instructed to isolate
- Where a student is quarantining following a holiday to a proscribed location

In these situations, staff must provide work to students that is commensurate with the work being covered in face-to-face lessons. This could be carried out by uploading resources to Moodle or by supplying lesson resources via email.

Teachers could provide access to the lesson that is taking place in school using the school nominated video conferencing tool (currently Zoom), although it is appreciated that certain factors, such as rooming preclude this. Where suitable, a visualizer/webcam could be used to include the absent student in the live lesson to:

- Provide audio so that student hears what is going on
- Focus on the board/projector so that the student can see what the teacher is covering
- Focus on in-school resources being used with the class (textbook, worksheet) so that the student can follow from home

Where a member of staff provides such an opportunity for students, the following should be born in mind:

- No image of any student in the classroom should be captured on the feed and the teacher should try to avoid showing their image as much as possible
- The student may need access to any or all the following:
    - any paper resources used in the lesson
    - a scan or copy of the textbook to use at home if used in school
    - presentation files that may be used during the lesson
    - links to videos to be used during the lesson
    - an invitation to join the Zoom (or alternative) meeting

While it will not provide the student with the best experience that is being in attendance in the lesson, it will go some way to supporting the student with keeping up to date. The student would not necessarily be able to actively participate in the lesson by the nature of their joining, but the teacher should try and check that they are following along and answer any questions if they can.

Continuity of specialist teaching where a teacher is absent

Teachers may also be absent for reasons related to COVID-19. Where the member of staff is ill, there is no expectation that they will provide cover work while they are absent. In such instances, responsibility to provide cover falls to the Head of Department. If the Head of Department is not present, then the Line Manager of the Head of Department must organise appropriate material for the classes that require cover.

Teachers may also be absent for reasons related to COVID-19, where they are in good health and able to provide suitable cover work or remote teaching. Where teachers are following Government guidance, staff are expected to provide suitable work for their classes. Such circumstances where this is expected of staff include:

- Where the member of staff is isolating following recovery from COVID-19 (had symptoms, recovered, waiting for test results or had a positive test)
- Where the member of staff is isolating due to a member of their household either testing positive for COVID-19 or having symptoms and awaiting a test
- Where the member of staff has had close contact with a confirmed case of COVID-19 and has been instructed to isolate via track and trace
- Where the member of staff has come into close contact with a confirmed case of COVID-19 in school and has been instructed to isolate
- Where a member of staff is quarantining following a holiday to a proscribed location

On the first day of any absence, staff should set cover work which can be supervised by a non-specialist. By the third day of absence, staff should be providing education using remote teaching tools, such as Zoom, where possible.

Such instances of remote teaching will require a member of cover staff to be timetabled to maintain discipline and organise in-school resources required for the lesson, including joining the Zoom meeting and ensuring that the webcam/visualizer in the teaching room is working.

Teachers engaging in remote teaching should bear in mind the following pointers:

- It will be very unlikely that the video feed can be set up to work in the first few minutes of a lesson – the member of staff covering will need to settle the class and take the register and ensure that technology is working sufficiently. Therefore, there should be an activity provided for the class to complete in the first ten to fifteen minutes of the lesson.
- There is no expectation that any live session that forms part of a cover situation will last the whole lesson; it may be that specialist teacher input is best used at explaining the theory of the lesson, reviewing the answers to a task or perhaps answering student questions; there is little to be gained from a member of staff sitting at home watching students complete a worksheet for twenty minutes of a lesson.
- In such a scenario where a member of staff is providing remote teaching, there should be a "plan B" should technology fail.
- Ways that Zoom could be used in such a scenario
  - PowerPoint with teacher commentary (Screen share)
  - Whiteboard on computer screen
  - Visualizer showing teachers notes, textbook or other content such as a mini whiteboard
  - **Live video stream of teacher** (in this situation, there is little risk that the teachers image can be captured by students and so the risk to the teachers privacy is much reduced, although the member of staff must bear in mind the guidance available in Appendix 2).
- Where a teacher is providing remote teaching, it will not be possible for a teacher to provide absent pupils a live experience of the lesson if the image of the teacher is being streamed.
- The Zoom meeting link/meeting ID and password should be shared ahead of time with the member of staff covering the lesson – it may be that this can be provided on the cover sheet.

- Physical resources required for the lesson need to be available – HoD/subject technician should co-ordinate the materials required. This could include
  - Worksheets
  - Textbooks
- Visualizer/webcam will be required in the classroom so that the specialist teacher at home can see the students in the classroom

Scenario 2: Whole classes or year groups not present, maybe on a rota basis

Such a scenario would come about if a whole class or year group were isolating or if the school was placed in "Tier 2" of the government school closure mechanism (see Appendix 1). Should the school be placed into Tier 2, 3 or 4 closure, this would require in-school provision for critical-worker and vulnerable children.

What this will look like at PGS:

- Face-to-face education provided to pupils of year groups/classes who are in school as per Scenario 1
- Remote learning takes place for year groups/whole classes that are learning from home as per Scenario 3

It is acknowledged that although a whole class might be isolating, this may only correspond with one or a few subjects (for example a year 10 option group). Where any students in a class are in school, even if the majority are learning from home, this will be dealt with as per Scenario 1 face-to-face provision.

Scenario 3: Full school closure

This scenario would occur if we were instructed by PHE to close completely for reasons of isolation. In such a circumstance, no provision should need to be made for critical worker or vulnerable children. However, if the school were to close under the government closure tiers, then provision would need to be made for critical worker and vulnerable children.

What this looks like at PGS:

- Remote learning offered to all students
- Staff may be working from home or in school
- Provision in school is made for vulnerable children and the children of critical workers.

Remote Learning Provision for Groups of Students

The Government have provided clear guidance with regard to expectations of work set for any remote learning:

> When teaching pupils remotely as part of a rota system, we expect schools to have considered what material is most appropriate for on-site and remote education.

> When considering remote education in a rota system specifically, schools should:

> - set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects, including new material - planning a programme that is of equivalent length to the core teaching pupils would receive in school
> - 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
> - gauge 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
> - enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

Work should be set in line with the school timetable. Work expected must be detailed on the Class page on Moodle for each lesson. This should be complete so that it is present no later than 8:30am on the day of the lesson. Guidance must be clear and any internet resources clearly linked to and any deadlines for submission of work must

be explicit. It must be made clear how students work will be assessed e.g. automated marking, self-assessment using exemplar answers or teacher assessment.

Where an extended piece of work is set, there should be clear instructions that break the project into sections with guidance as to how long to spend on each part. Announcements should be created for each lesson to remind students that they should continue with the project. Government guidance is clear that there should not be an over-reliance on extended project work during any school closure.

Staff are expected to provide at least one live synchronous learning opportunity per fortnight per class, dependent on subject and year group according to the table shown below. The teacher can choose which timetabled lesson this will take part in. Staff should endeavour to keep to a regular programme in the same timetabled periods each fortnight so that students can plan appropriately.

Subject	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
English	2	2	2	2	3	
Mathematics	2	2	2	2	3	
Biology		1	1	Double – 1 per science		
Chemistry	2	1	1	Triple – 2 per science		
Physics		1	1			
RP	1	1	1	1	1	
ICT	1	1	1	-	-	
PSHE	1	1	1	1	1	
PE/Games	-	-	-	-	-	4 live sessions per subject
Computer Studies	-	-	-	2 live sessions per option subject		
French	1	1	1			
German/Spanish	1	1	1			
DT	1	1	1			
Geography	1	1	1			
History	1	1	1			
Music	1	1	1			
Art	1	1	1			
Drama	1	1	1			
TOTAL	17	18	18	Double science – 17/19 Triple science – 18/20		12

Live sessions should be at least 15 minutes in length and could be up to one hour long.

Teachers will use individual Zoom professional accounts, set up using their school email address for such sessions. The following rules must be adhered to:

- Sessions must not be recorded
- When students are sent the invite to join the online session, this must also be forwarded to the Head of Department and livelessonlog@poolegrammar.com.
- Registers for live sessions must be taken – it is anticipated that this will be carried out using SIMS. Further guidance will be distributed if there is a need.

A central log will be maintained of each live session, in line with guidance provided by the UK Safer Internet Centre. By sending an email invite to livelessonlog@poolegrammar.com this will fulfil the teacher's obligations to log the live session taking place. This should be done when sending the invite to students. The maintaining of a register will also further bolster the logging of lessons.

If there are behavioural or conduct issues during a live session, these should be logged on SIMS using the behaviour type "Remote learning – poor conduct during live session" and should be flagged to the Head of Department, who should support the teacher in dealing with the poor conduct.

If there are wellbeing concerns, these should be raised with the tutor or head of year as appropriate and logged on MyConcern as necessary. Any safeguarding concerns must be logged on MyConcern.

Pastoral provision for year groups/tutor groups not in attendance

Either during one registration a week or during a timetabled PSHE lesson, a zoom session should be provided for each tutor group not in attendance, by the tutor or the head of year in their absence. In these sessions, tutors will share video images of themselves and there is an expectation that students should too. For these sessions, the school zoom accounts must be used and the sessions recorded. Invitations should be sent to Heads of Year.

To ensure sufficient capacity on the schools zoom accounts, for year 7 and 8, this will take place during a Tutor Period or Games session. For year 9 to 11, this will take place during a registration session or Games session. For year 12 and 13, this will happen during Tuesday/Wednesday afternoon enrichment/games sessions.

There is a minimum expectation that a tutor will attempt pastoral contact with their tutor group each week. This might be through a whole tutor group zoom session with follow up phone call for missing students, or tutors who prefer to phone all students may do so. This must be logged on SIMS as a behaviour incident as a successful or unsuccessful contact using the behaviour types "Remote learning - pastoral phone call /zoom - contact made" or "Remote learning - pastoral phone call / zoom - unable to talk to student" so that the parent/carer can see it on the SIMS Parent app.

Provision for Critical Worker and Vulnerable Students

This is only relevant if the school is under a Tier 2, 3 or 4 of the government closure tiers.

- Those Critical Worker and/or Vulnerable Students who are not using the in-school provision should continue in the same vein as their peers.
- Those accessing the in-school provision will need to be in a bubble and based in a computer room.
- Students need the ability to join zoom lessons (audio at least) and may need to bring in or be provided with a headset.

Appendix 1: Government school closure tiers and Remote education expectations

Government Remote education expectations

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-remote-education

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- 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

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge 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
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

For secondary schools teaching pupils remotely in a rota system because of tier 2 local restrictions, modified remote education expectations apply. These can be found in how schools can plan for tier 2 local restriction.

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

We have now published a temporary continuity direction which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.

Tier 1

"The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'."

<u>This corresponds to Scenario 1 at Poole Grammar School.</u>

Tier 2

"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. "

Government Guidance: https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions

<u>This corresponds to Scenario 2 at Poole Grammar School.</u>

Tier 3

"Secondary schools, FE colleges and other educational establishments 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."

<u>This corresponds to Scenario 3 at Poole Grammar School.</u>

Tier 4:

"All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site."

<u>This corresponds to Scenario 3 at Poole Grammar School.</u>

While there are no changes to the day-to-day running of secondary schools as set out in Tier 3, it must be recognised that nurseries, childminders and mainstream school closing may result in staff being unavailable as they may be looking after dependents. While provision should be made by the establishments for critical workers children, private establishments such as nurseries may close.

Appendix 2: Guidance for Staff – Safeguarding Considerations

All Safeguarding guidance continues to be based on Keeping Children Safe in Education 2020

Here are some guidelines but this is not an exhaustive list

1. **Logging of live sessions** – all live sessions should be logged. By sending an email invite to livelessonlog@poolegrammar.com this will fulfil the teacher's obligations to log the live session taking place. This should be done when sending the invite to students.

2. **Virtual open-door** – invitations should be sent to heads of department and the livelessonlog@poolegrammar.com email address at the same time as the students are invited. The livelessonlog@poolegrammar.com email address will be accessible by SLT and safeguarding staff. This is to maintain an "open-door" so staff should be aware that other colleagues may enter the Zoom waiting room. This is not designed as a quality-assurance scheme but rather to help protect teachers professionally.

3. **Concerns during live lessons** – if there are behavioural or conduct issues during a live session, these should be logged on SIMS using the behaviour type "Remote learning – poor conduct during live session" and should be flagged to the Head of Department, who should support the teacher in dealing with the poor conduct. If there are wellbeing concerns, these should be raised with the tutor or head of year as appropriate and logged on MyConcern, as necessary. Any safeguarding concerns must be logged on MyConcern.

4. **Class based** - Teaching should took place in a group setting e.g. whole class or group of pupils from a class. Even for music or language it would be preferable to set up teaching in small groups (even if these sessions would usually be one to one within school). Where one to one cannot be avoided a parent should agree to supervise throughout. **No one-to-one sessions should take place unless expressly agreed with KE and AJS for a specific purpose.**

5. **Parent/Carer awareness** – there is no need for staff to make parents aware of every live session. Parents/Carers will be made aware generally of the policy and that live sessions will occur in line with timetables. *Do remember that whatever measures you take, you can never be sure that there are no other family members able to hear/see the lesson.*

6. **Suitable teaching environment at home** - the teacher must ensure that there are no interruptions from other members of the household, phones, background TV etc.

7. **Use of a headset** – staff should use a pair of earphones/headphones to ensure that any student comments are not overheard by those around them.

8. **Live subject sessions** – you may use video features of Zoom to share your image, and you can allow students to turn on their cameras. *Feel free to request that students should turn on their camera*, *but do not insist on this.*

9. **Sessions with live video** - as cameras will be viewing either the teacher's home environment or the environment in school, it is important that this takes place against a suitable background. At home - blank wall, not displaying personal objects from the house. No other household member should be present or able to view any child on line. The teacher must ensure that there are no interruptions from other members of the household, phones, background TV etc. In school – no confidential material viewable on the teachers desk, no other members of staff or students in view.

10. **Attendance record** - the teacher should take a record of attendance for each online session.

11. **Alternative work** - there should also be alternative work available for any student that cannot take part in the lives sessions.

12. **Recording** – no sessions other than pastoral sessions may be recorded. Where pastoral sessions are recorded, this must be completed via the Schools official Zoom accounts.

13. **Safeguarding or other concerns** - If any safeguarding, emotional health or other issues relating to a child should occur during the teaching time, the teacher should follow up on these issues at the end of the session, in line with the Safeguarding Policy.

All child protection and safeguarding procedures apply as at any other time.

Further specific safeguarding advice for using Zoom is available at the end of appendix 3.

Appendix 3: Zoom

The school will maintain the "Zoom rooms" that were used during the previous school closure period so that they can be used for pastoral sessions.

For academic sessions, teaching staff should sign up and register for a personal Zoom account. The account must be registered to the member of staffs school email address.

To register: follow the instructions linked here. This also contains guidance on how to arrange a meeting in zoom.

Once staff have registered, they should convert their account to an Education account. This can be done free at present - go to zoom.us/education and click on the "Request Offer" button over to the left of the screen:
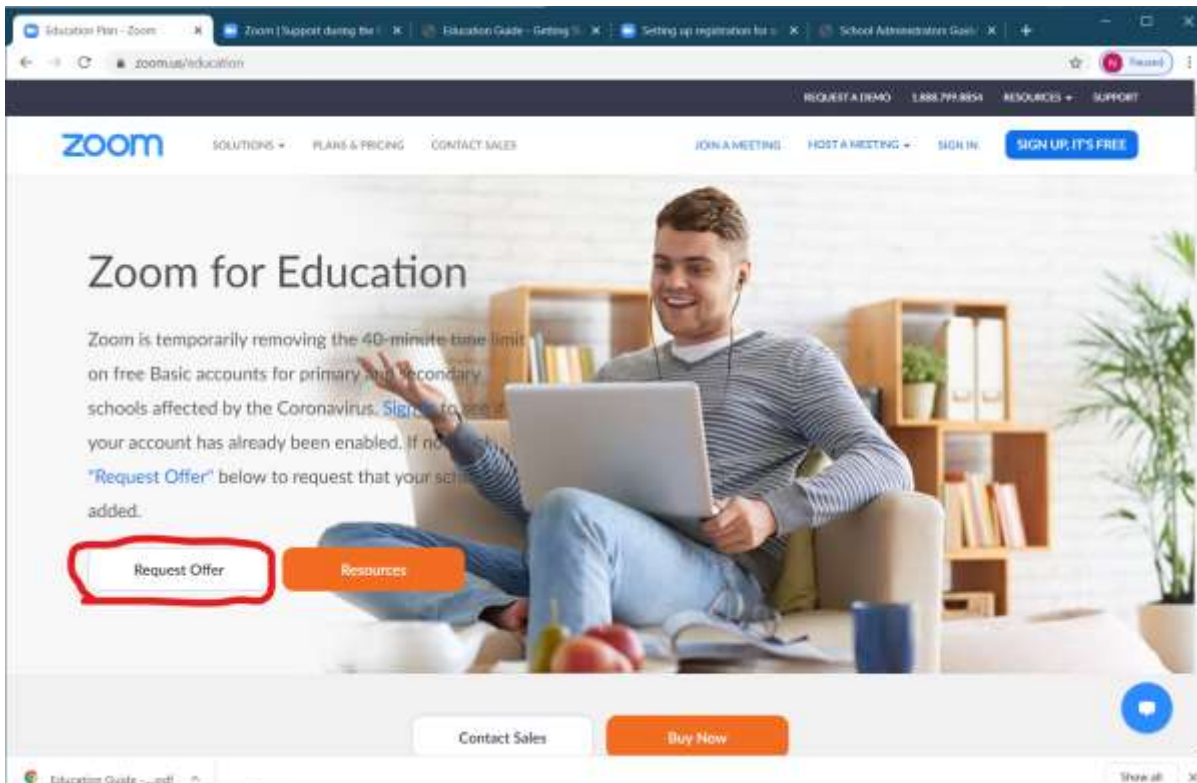

General Advice for Using Zoom

Zoom live sessions should use the waiting room feature; all students have been asked to enter the waiting room using their name rather than their parents account or nicknames. Do not allow participants in from the waiting room if you cannot identify who they are from the name they enter with.

Turn all video cameras off and microphones off to begin with. Participant audio and video cannot be turned off before a session starts – it is an inherent part of the Zoom meeting architecture. This must be done once the session has started and participants are admitted to the session.

To turn off a participants video stream, hover over their name in the participants list, then click on the "More" button. Select "Stop Video".

To mute all participants and stop them from turning on their microphones, at the bottom right of the screen, there is a "Mute All" button. Click on this. Then click on the button labelled "…" and ensure "Allow Participants to Unmute Themselves" is not selected.
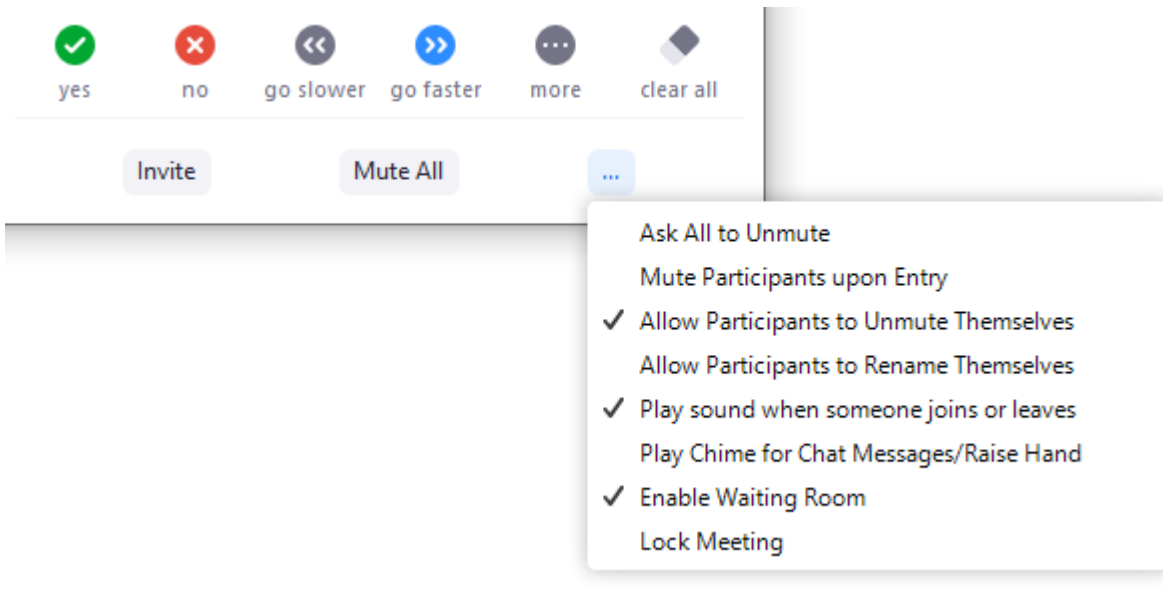
Students should be instructed to type any questions into the chat window initially. This can be locked so that only certain participants can see it. At the bottom of the Chat window, there is a button labelled "…" – click on this and select "Host only". Do not use the "Everyone Publicly and Privately" as this can allow messages to be exchanged which you may not be party too.
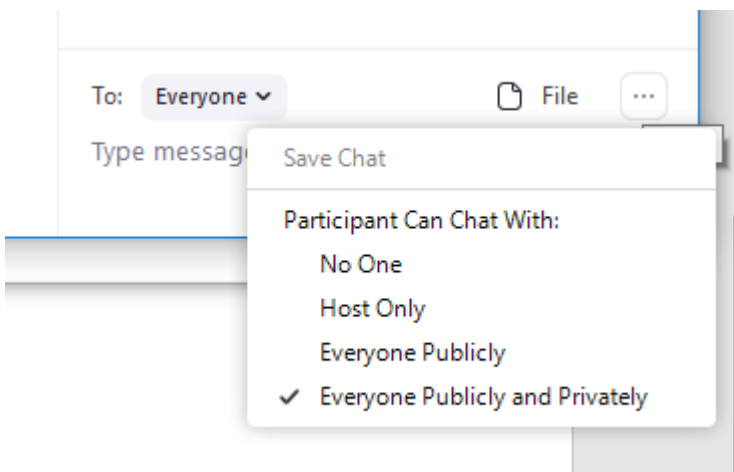
If a student doesn't follow the rules you have set down, give them one warning, then eject them from the session – to do this, hover over the participant name in the "Participants" list and a "More" button will appear. Click on this and then select "Remove".

When the live session is complete, you must end the session properly – click on the "End Meeting for All" otherwise students could be left in the room and abuse it.

As the lesson progresses, staff can open settings back up and let students talk, chat, etc. If you decide to allow chat, make sure private chat is turned off. Everyone publicly is the way to go - no private discussions.

If a member of staff is concerned that they may not be able to keep an eye on everything, then they could "buddy up" with a colleague. The buddy could keep an eye on chat and settings for microphones/video and the waiting room leaving the main teacher to "teach".

Further Zoom guidance:

- [Tips & Tricks: Teachers Educating on Zoom](#)
- [Comprehensive Guide to Educating Through Zoom](#)

Appendix 4: Rules for Students

1. **Meeting invites** – students must not share any live session invites. Any student who does so must expect the school to take it very seriously. **Any student who does so will be given a high level sanction.**
2. **Student Zoom Accounts** – students must not sign up for their own Zoom account unless they are over the age of 16. When they join a live session, they must do so as a guest, and enter their name so that it is clear to the teacher who they are.
3. **Name on Zoom** – the teacher will not admit participants who they cannot easily identify in the waiting room.
4. **Camera** – you must not use your camera when you join any live **subject** session although the teacher may allow you to turn them on during the session.
5. **Microphones** – at the beginning of the session, you should ensure your microphone is muted – the teacher will turn off all microphones (and cameras if in use) on entry. Do not turn on your microphone unless your teacher allows you to.
6. **Pastoral/Tutor Sessions** – for live sessions run by your tutor, you may be allowed to use your camera. However, you should start with your camera off and not turn it on unless the teacher expressly instructs you to do so.
7. **Questions during live sessions** – if you have any questions during a live sessions, these should be typed into the chat unless the teacher has given you different instructions. Questions should be relevant to the session – if you have other questions, save these until the end when your teacher may give you the opportunity to ask them. Alternatively, email the question to your teacher.
8. **Preparation for sessions** – you should ensure that you join the session promptly – have your computer/device ready 5 minutes before the start time and join the meeting before it is due to start.
9. **Work prior to sessions –** teachers may give you an activity to complete prior to the live session. You must make every effort to ensure that you do this before joining, although if you have not managed to complete the work, you should still join the session.
10. **During a live session**
    a. you should use a headset or earphones/headphones to maintain focus on the session. Sound from the live session should not be output from computer speakers.
    b. you should focus only on the live session and not engage in other activities.
    c. you should not use any other chat, video, or audio facility during the live session (including but not limited to with your peers)
11. Any bullying during or after a live session, particularly via online chat groups will be taken extremely seriously. All students have a duty to report this at the earliest opportunity.
12. If anything happens during a live session that causes you concern or anxiety, please email your tutor to report this in the first instance.