



REMOTE LEARNING PROVISION

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Whole School Provision for Remote Learning

East Barnet School, Chestnut Grove, East Barnet, EN4 8PU

Our school ethos is “*I want to learn*”. It is at the centre of everything we do. This document outlines the responsibilities of all stakeholders in the remote learning process whilst the country is placed in a national lockdown due to the COVID Pandemic. We will strive to deliver the best education provision for all of our students during this uncertain period and provide ongoing support to maintain academic progress and promote wellbeing.

Statement of Principle

- All students are able to access remote learning.
- A blended learning approach is best for academic progress and wellbeing.
- All students have the right to regular pastoral support.
- Positive and regular communication between the school and home is vital.
- Feedback on remote learning is welcomed and valued.
- The impact of COVID on all stakeholders is not underestimated.

Requirements:

The Senior Leadership Team will:

- Ensure that a ‘Scenario’ approach to Blended Learning is implemented based on the changing government guidelines regarding COVID (See appendix 1.0).
- Ensure staff fully understand the expectations of the Scenario approach to Blended Learning.
- Provide adequate digital training for staff to deliver remote learning effectively.
- Provide ongoing bespoke digital support to all stakeholders when required.
- Oversee the provision of digital devices to students who do not have adequate access at home.
- Provide a safe and supervised learning environment in the school building for Key Worker, Vulnerable and EHCP children.
- Ensure effective AEN support for students.
- Seek regular feedback from stakeholders regarding remote provision and wellbeing.

- Review and change practices based on feedback received.
- Meet regularly to review current provision and strategically plan for the reopening of the school.
- Communicate updates regularly with parents.
- Adapt pre-scheduled events on the school calendar to maintain a sense of normality.
- Share good practice and celebrate success.
- Share survey feedback with staff to inform future remote teaching and learning.
- Monitor student attendance to live lessons and implement support strategies for those who are hard to engage.
- Provide regular wellbeing check-ins and initiatives for staff and students.
- Provide information about external support agencies.
- Alter the reporting format to reflect remote learning provision.
- Devise and implement a plan to further support disadvantaged students to minimise any learning gaps.
- Coordinate the cover of lessons/registrations in the event a teacher is absent.

HOF/ HODs will:

- Oversee the quality of remote lessons delivered within Faculty/Department.
- Modify resources/SOW to enable their remote delivery.
- Encourage collaborative planning to maintain a manageable workload.
- Seek effective ways to assess learning remotely to inform the termly reporting cycle.
- Encourage the use of digital resources to provide instant feedback.
- Generate data discussions in the preparations for CAGs.
- Initiate regular check-ins with colleagues to promote wellbeing.
- Provide cover if necessary, for absent colleagues.
- Support colleagues in the event of inappropriate student conduct in live lessons.

HOYs will:

- Oversee the wellbeing of their Year Team and students.
- Monitor the daily morning registration of all form groups in relevant year group.

- Contact families of students considered vulnerable.
- Liaise with AEN team to provide additional support where deemed necessary.
- Celebrate success of year group during lockdown.
- Provide contact through virtual assemblies.
- Monitor attendance at scheduled Consultation Evenings.
- Monitor conduct of students in online lessons.
- Communicate specific information that is relevant to their year group.

Form Tutors will:

- Register the Form Group daily.
- Deliver a weekly PSHEE session to the Form Group.
- Use morning registration as an opportunity to check in with Form members and ensure they are equipped and ready for the day ahead.
- Encourage form members to speak with them if they are worried about something.
- Be a positive role model for all members of the Form group.

Role of EBS Virtual Form Tutor

When East Barnet School decides that Scenario 1 of our Blended Learning approach is most appropriate to implement, a Virtual Form Tutor (VFT) will be provided for all students who are unable to physically attend school. The responsibilities of the VFT are:

- To make a weekly well being phone call to the relevant students.
- Provide remote learning opportunities which follow the topics being taught in school.
- Deliver the Literacy Programme (Word of the Week) live on Microsoft Teams.
- Update the Covid attendance tracker with records of contact made and work sent.
- Be the primary point of contact between school and home.

Subject Teachers will:

- Provide a blend of live and non-live lessons in line with the Scenario approach implemented by the school.
- As far as possible, continue to deliver the planned course content.

- Schedule live lessons on Microsoft Teams following school guidelines to ensure a safe and positive learning environment for all.
- Ensure live lessons are scheduled in advance (24 hours minimum).
- Ensure (where possible) that the teacher's camera is on when delivering live lessons.
- Upload non-live lessons to Skooler (LMS) by 9am on day of scheduled lesson.
- Provide feedback on at least two pieces of work per half term.
- Encourage students to upload work to Skooler when teacher feedback is to be given.
- Acknowledge a parent/carer enquiry within two working days of receipt.
- Report any safeguarding concerns immediately via Safeguard.
- Monitor attendance to live lessons and raise concerns over attendance to relevant member of the Pastoral Team.
- Submit a register to Bromcom (MIS) for Lessons 1 and 4 (3 on Wednesdays) regardless of whether lesson is delivered live or not.
- Be a positive influence in live lessons to encourage student engagement.
- Celebrate student achievements regularly e.g. praise in lessons, postcards, House Points and sharing examples of excellent work.
- Act upon any minor conduct issues in live lessons using the established DfL warning system.
- In the event of serious breach of the School's Acceptable Use Policy (AUP) remove the student from the live lesson and inform Line Manager for advice regarding sanction.
- Act upon feedback received to further enhance the remote learning provision.
- Contact the cover line in the event that lessons cannot be delivered.

AEN Teachers/Learning Assistants will:

- Provide support where appropriate in live lessons.
- Work with EHCP students to support completion of work.
- Scaffold resources when received in advance to make them accessible.
- Provide alternative work in cases where live lessons are not deemed appropriate for a child.
- Deliver literacy and numeracy programmes to small groups.
- Communicate with families of students on the SEN register.
- Provide in school support for EHCP students and those with AEN.

Students will:

- Attend all live lessons scheduled on Microsoft Teams.
- Be punctual to all live lessons.
- Ensure location is appropriate for learning and blur background on request by the teacher if the camera is on.
- Log on using their own school username and password.
- Inform their parent/carer if there is a suspicion of an account hack. It should then be reported immediately to ebsservicedesk@eastbarnetschool.com where the concern will be fully investigated.
- Send an email to ebsservicedesk@eastbarnetschool.com if IT support is required or ask parent/carer to call the relevant IT support line if urgent.
- Conduct themselves sensibly and professionally in all live lessons as if in school.
- Only use the 'chat facility' on Microsoft Teams for learning purposes e.g. to ask or answer questions.
- Submit work requested by the teacher by the deadline set or inform the teacher if this is not possible.
- Inform a member of staff if barriers to learning exist.

Parents/Carers are encouraged to:

- Monitor their child's attendance to live lessons.
- Support their child's learning where possible.
- Keep up-to-date with communication sent by the school.
- Contact enquiries@eastbarnetschool.com if they wish to communicate with a subject teacher or member of the pastoral team.
- Seek support from the school if there is a concern over remote learning provision or their child's wellbeing.
- Ensure that their child's screen time is monitored.
- Encourage their child to have time away from the screen and fresh air during the school day when appropriate (e.g. during the lunch hour).
- Offer feedback on remote learning provision and wellbeing when requested by the school.
- Celebrate their child's engagement in remote learning.

EBS BLENDED LEARNING

Scenario 1

1 STUDENT ISOLATED

Virtual Form Tutor will call home and provide work for the duration of the isolation.

Virtual Form Tutor will provide **1 live session** per week.

x1

Where possible, some **live lessons** will be available.

Form Tutor will send a **wellbeing email** during isolation.

Students will follow their timetable from home with **pre-recorded lessons** via Skooler.

Scenario 3

FULL COVID LOCKDOWN

KEY STAGE 3

Form Tutor will make **individual fortnightly phone calls** and send a weekly group email.

Students will have a modified timetable with access to **pre-recorded lessons** via Skooler. If students receive **3 or more lessons** of a subject in a week, **one** will be delivered **live**.

KEY STAGE 4 & 5

Form Tutor will make **individual fortnightly phone calls** and send a weekly group email.

Students will follow their timetable with access to **pre-recorded lessons** via Skooler. Students will receive **one live lesson per week** in each subject.

Scenario 2

CLASS / YEAR ISOLATED

EBS BLENDED LEARNING

Scenario 4

REVISED FULL COVID LOCKDOWN

ALL KEY STAGES

Form tutors will be **online each morning** to virtually greet their tutees, take a register and answer any questions students may have.

If students receive **3 or more lessons** of a subject a week, **at least two will be delivered live**. Students will be sent a **link via TEAMS** which will also be sent to the student's school email. All students across all key stages will **follow their timetable** and will have access to **set work via Skooler** for their other lessons.

KS3 students with only 1 subject lesson a week, i.e. Geography, History, RE, Music, Drama, Computing, Art and D&T will have **at least 2 live lessons** between now and half term.

If a member of staff falls ill please do look for **set work on Skooler**.