

## **Provision of Remote Learning for Linwood School In Lockdown**

In response to the guidance from the DfE and Linwood's Guidance for Phase Leaders/ Teachers during a Lockdown, each phase and each campus have developed a plan of how they will ensure all students have access to a quality education provision should any further lockdowns be required. These lockdowns could be by class, bubble, site or locality. In all cases of a lockdown for any reason, we will not expect Remote learning to begin until day 2 of the lockdown as we recognise that staff will need to the first day to plan and prepare for these lessons.

### **Safeguarding**

The system which was set up during the first lockdown would be used again whereby each student is RAG (Red Amber Green) rated and contact/sightings of all students are recorded on a central spreadsheet which is then monitored by the safeguarding leads and action taken where appropriate.

### **Technology**

Many students were given an iPad or laptop during the first lockdown as issued by the government and according to specified criteria. These students still have these devices. The school still has a few devices in reserve that can be loaned out to any students during future lockdowns in addition to being able to order more through the DFE scheme. If any students fall into this category please notify the ICT team.

### **Learning Platforms**

The following lists the types of platforms and software that will be used to support learners and their families during future lockdowns:

| <i>Phase</i>            | <i>Resources</i>                                                             |
|-------------------------|------------------------------------------------------------------------------|
| EYFS                    | Zoom, Teams, Evidence for Learning, Email                                    |
| Alma                    | Zoom, Teams, Evidence for Learning, Oak Academy, Email                       |
| Vita                    | Zoom, Teams, Evidence for Learning, Oak Academy, Email                       |
| Equals Curriculum       | Zoom, Teams, One Note, SharePoint, Oak Academy, Email                        |
| NC Personalised KS3 & 4 | Zoom, Teams, One Note, SharePoint, Evidence for Learning, Oak Academy, Email |
| CHI                     | Zoom, Teams, Evidence for Learning, One Note, SharePoint, Email              |
| Summerwood              | Zoom, Teams, One Note, SharePoint, Oak Academy, Email                        |
| Post 19                 | Zoom, Teams, Evidence for Learning, One Note, SharePoint, Email              |
| Post 16 The Link        | Zoom, Teams, Evidence for Learning, One Note, SharePoint, Oak Academy, Email |

### **Early Years**

- Teachers will provide a weekly or fortnightly overview of the learning that will take place. This will highlight when children will be accessing class-based sessions remotely and where learning is accessed via other means.
- The principle platform used to share learning opportunities will be Tapestry; teachers will be using this to share activities, to upload pre-recorded sessions for pupils to access, and to communicate with families.
- Teachers will facilitate class, small group or individual zooms where appropriate, in a way that is of benefit to the children and their families. This may be simply helping children to stay connected through a short 'hello' with their teacher or a familiar song being sung to them.
- Where children do not engage in live zoom sessions, teachers will make an individual video call weekly to check the child's wellbeing in line with the RAG rating system.

### **Alma**

- Teachers will provide a weekly overview of the learning that will take place each day. This will highlight when children will be accessing class-based sessions remotely and where learning is accessed via other means; pre-recorded lessons, online lessons, activities emailed / shared on Evidence for Learning.
- Teachers will provide a balance of learning experiences each week including activities related to the termly topic as well as PLP targets and therapy plans.
- There will be a combination of live sessions alongside pre-recorded sessions or lessons from online learning platforms. We recognise that there can be challenges for some families in accessing live learning at the time allocated; where possible, teachers will aim to provide a recorded session which be accessed by families when their child is ready for learning. This might include specialist music, dance and PE sessions, Attention Autism sessions, sensory stories, sensory circuits or yoga.
- Wherever possible and appropriate we will endeavour to facilitate class, small group and individual zooms, in a way that is of benefit to students and their families. This may be simply helping children to stay connected through a short 'hello' with their teacher or a familiar song being sung to them.
- Where pupils do not engage in live zoom sessions, teachers will make an individual video call weekly to check the pupil's wellbeing in line with the RAG rating system.

### **Vita**

- Teachers will provide a weekly overview of the learning that will take place each day. This will highlight when children will be accessing class-based sessions remotely and where learning is accessed via other means; pre-recorded lessons, online lessons, activities emailed / shared on Evidence for Learning.
- Teachers will provide a balance of learning experiences each week which will include activities related to the termly topic as well as those related to pupil's targets in their Personalised Learning Plans and therapy plans.
- Teachers will provide a range of learning experiences across the Vita curriculum domains each week.
- Teachers will facilitate class, small group or individual zooms daily, in a way that is of benefit to pupils and their families. This may be simply helping children to stay connected through a short 'hello' with their teacher or a familiar song being sung to them.
- There will be a combination of live sessions alongside pre-recorded sessions or lessons from online learning platforms. We recognise that there can be challenges for some families in accessing live learning at the time allocated. In order to support this, where possible, teachers will aim to provide recorded sessions which be accessed by families when their child is ready for learning. This might include specialist music, dance and PE sessions, Attention Autism sessions, sensory stories, sensory circuits or yoga.
- Specialist teachers will plan and deliver lessons remotely or through a pre-recorded session.
- Pupils who will not engage with online video lessons will be provided with alternative means of accessing the work. This may be via email, Evidence for Learning or physical paper copies of work which are sent home.
- Where pupils do not engage in live zoom sessions, teachers will make an individual video call weekly to check the pupil's wellbeing in line with the RAG rating system.
- KS5 pupils at Springwood Campus are following the OCR Life and Living skills programme and as such there are units of work that have been chosen this term to be transferable to a potential home learning situation.
- Provision will be similar to other pupils at Springwood in that it will be a bespoke package that supports pupils in the most suitable way possible. This would include face to face contact on zoom or teams where appropriate. Alongside this, pupils would hopefully be able to engage in life skill activities such as cooking, cleaning and helping with jobs around the house. Parents are encouraged to share photographs with the class teacher so that these can be included in the pupils' portfolio of evidence.

## **Equals Curriculum**

Teachers will be expected to set work for each lesson timetabled for the day. This could be a worksheet, online lesson, project work or practical activities.

Specialist subject teachers should plan and deliver lessons for their subjects.

Teachers will be expected to teach one 20 min session each day to their class. The focus for these lessons should be around the core curriculum subjects. One lesson a week should have a social aspect such as a quiz, shared story etc.

Links to online lessons, such as Oak Academy, should be provided for students access when they are ready to learn.

Where students do not engage in whole class zoom classes, teachers should make an individual video call to check the student's wellbeing in line with the RAG rating system.

## **Personalised National Curriculum Classes at Linwood Main Campus KS3 & 4 & Post-16 The Link**

Teachers will be expected to set work for each lesson timetabled for the day. This could be a worksheet, online lesson, or project work for the classes they are responsible for.

Specialist subject teachers should plan and deliver lessons for their subjects.

Teachers will be expected to teach one 45 min session each day to their class. Over the course of a week teachers should deliver one each of the following lessons:

- English
- Maths
- PSHCE/Citizenship
- A topic or project lesson.
- A social activity e.g. a quiz

Students who will not engage with online video lessons should be supplied with alternative means of accessing the work. This could be via One Note or physical paper copies of work that are sent home.

Where students do not engage in whole class zoom classes, teachers should make an individual video call to check the student's wellbeing in line with the RAG rating system.

## **Personalised National Curriculum Classes at Springwood Campus KS3 & KS4**

Students will have access to all the lessons from their school timetable and follow the national curriculum. However, more time and greater emphasis will be given to core subjects / exam subjects – as per the normal school timetable.

Lessons will be available for students to access when they are ready for learning. Home Learning will not necessarily follow the same timetable as a normal school day.

Lockdown work may take a variety of forms which will best suit the student and the subject. Examples include:

- Live lessons on Teams in which the whole class can participate.
- A folder of printed work sent home for completion. This may include work booklets.

- Lessons on Teams which include pre-recorded video demonstrations / storytelling / explanations by the teacher.
- Work activities and PowerPoint presentations on Teams set by the teacher.
- Links to educational videos – such as Joe Wick’s PE workouts, or French conversation.
- Quizzes on Teams created by the teacher and which provide instant feedback.
- Links to educational documentaries e.g. BBC Wildlife.
- Links to online learning providers such as Oak Academy or BBC Bitesize.
- Practical tasks set by the teacher – such as home cooking, photography, daily exercise in the community.
- Possible online music lessons co-ordinated by Jamie King from Absolute Music.
- Communication / answering questions via the written chat facility on Teams.
- Subscriptions and work set on learning platforms such as Mathletics or Study Ladder.

### **Post 19 The Link +**

Teachers will be expected to set work for each lesson timetabled for the day. This could be a worksheet, online lesson, or project work for the classes they are responsible for.

Specialist subject teachers should plan and deliver lessons for their subjects.

Teachers will be expected to teach one 45 min session each day to their class. Over the course of a week teachers should deliver one each of the following lessons:

English

Maths

PSHCE/Citizenship

A social activity e.g. a quiz (possibly with P16)

Students who will not engage with online video lessons should be supplied with alternative means of accessing the work. This could be via One Note or physical paper copies of work that are sent home.

Where students do not engage in whole class zoom classes, teachers should make an individual video call to check the student’s wellbeing in line with the RAG rating system.

### **Summerwood Campus KS5**

Teachers have been running zoom lessons. Teachers will spend approximately 10 minutes setting the topic and introducing it. Students will then be set the task. The teacher will remain on zoom for support (students have practised messaging the teacher). At the end of the lesson there will be a 5-minute wrap up for the teacher to go over key points. The students will send the teacher the work that they have completed through email and the teacher will respond with feedback through email. For specific subjects where this won’t work, subject teachers have been trialling different ways to ensure the student can still get the subject content (for example PE) and this will be shared with those students and parents.

A timetable has been agreed for any lockdown for the Summerwood Campus:

|        | Monday             | Tuesday  | Wednesday  | Thursday       | Friday   |
|--------|--------------------|----------|------------|----------------|----------|
| 9-9:40 | English GCSE<br>LS | Maths SC | Science DP | English F/S PC | Maths DP |

|             |            |                    |                |                     |            |
|-------------|------------|--------------------|----------------|---------------------|------------|
|             |            |                    |                |                     |            |
| 10-10:40    | Science DP | English GCSE<br>LS | Maths SC       | Science DP          | English PC |
| 11-11:40    | Maths DP   | Science DP         | English F/S PC | Maths SC            | Science DP |
| 12:30-13:10 | IT SC      | Geography PC       | Art PC         | CoPE LS             | Tutor Chat |
| 13:30-14:10 | PE PC      | Cooking LS         | History LS     | Workskills<br>SC/LS | Tutor Chat |

### **CHI Campuses KS5**

Students will be given a timetable of activities for the week including their weekly targets, we will continue with students having the work emailed to them or sent in the post.

For those students who are unable to access their emails from home they would be sent work home rather than the links. If there is a bubble lockdown, we would send the work to Teresa Brennan (Head of Campuses) to print and send off the work. If it is a local lockdown the work would be emailed to Karen Taylor and Stuart Cummings who would get it printed off and sent to students with limited access to the internet.

Students would have a full series of lessons including incorporating all qualifications offered at CHI.

The students would also have access to wellbeing sessions in small groups once a week. This would be via virtual sessions. For students who do not have access to virtual sessions staff would ensure phone calls are made and a brief discussion about the topic and wellbeing activity.

Some students are already having some cross site virtual lessons and this enables them to look the use of this type of media for learning experiences.

Students on second- and third-year placements where the business is not part of the lockdown restrictions will continue on their placements. Staff will visit and support as they have previously. Any new restrictions within the workplace will be added to the risk assessment for that placement.

### **Provision of Remote Learning for Linwood School for Individual Students who are Self Isolating or Shielding.**

#### **Alma:**

In the event that an Alma pupil has to self-isolate /shield, they will be offered a weekly learning programme which includes live sessions with the class. pre-recorded sessions, target/topic work with activities and some resources provided, other contact such as 1:1 sessions with the teacher/TA.

#### **Vita:**

In the event that a pupil is at home isolating but school is still open, teachers will aim to offer a provision as closely matched to their child's offer if they were to be at school. This will normally be electronically.

Personalised learning will be supplied for pupils to complete at home; this will be via Evidence for learning, online learning websites ie Education City or Bitesize or using online lessons from portals such as Oak Academy or Charanga. Teachers and Teaching Assistants will also use school technology to video call students to ensure their wellbeing in line with the RAG rating sheet.

Parents will be supplied with a weekly overview detailing the learning that will take place each week. This will explain when children will be accessing class-based sessions remotely, where learning will be accessed through Evidence for Learning and where they will access activities through specific websites as detailed above.

### **EYFS**

During periods of time when students from Early Years are self-isolating, home learning will be provided via pre-planned 2-week block of learning that follows the same approaches listed above and will be closely linked to learning happening within school.

### **Personalised National Curriculum & The Link**

In the event that the student is at home isolating but school is still open then teachers or teaching assistants can be asked to use school technology to video call students to ensure their wellbeing in line with the RAG rating sheet. Work will also be supplied for students to complete at home in this situation.

Parents will be supplied with a weekly overview detailing the learning that will take place each week.

### **Summerwood**

During a period of time when a student is off, students are encouraged to access iLearning (bitesize and Oak academy). Students have been learning these skills at Summerwood Campus (assessment of independent ability), including their ability to email their work and liaise with their teacher about their progress. Teachers will also give guidance to focus areas and provide extended work where applicable.

### **CHI**

If students are self-isolating they will be contacted through email or post with the work and targets for the week. Students with access to virtual platforms, Teams and Zoom will be able to access some lessons remotely. For students who are unable to access the virtual platforms and emails work will be sent home for the week. This will include all qualification subjects at CHI. Students will be asked to email work completed or post back to CHI Bargates for marking. Parents will be made aware of the work sent home for students to access.

05.11.20

### **Additional Guidance for Virtual Learning** **Guidance for Linwood pupils**

We hope you enjoy learning from home as much as you enjoy learning at school. We want to make sure you take part and have fun. Remember to:

- Listen, to your teachers and friends
- Look, at the screen
- Sit, somewhere comfortable, so you can concentrate
- Try your best
- Think first, then speak
- Take turns
- Smile and have fun!
- If you do not follow these rules the teacher may ask you to leave the lesson or find a way to speak with you so your friends cannot hear.

- If you find this learning difficult tell your teacher, we can help you.

### Guidance for parents using Zoom/Teams for Remote Teaching

Teachers will use Teams when teaching in school and a pupil who is self-isolating is joining from home. When the whole class is self-isolating or the bubble is closed Zoom will be used by all teachers.

- Your child's teacher or another member of staff from the school will e-mail you or your child when setting up virtual learning.
- When you/your child join the meeting you will first be in a virtual waiting room. The teacher/other staff member will allow access when they are ready.
- If you would like to make a comment about the session please send an e-mail / phone the class teacher after the session. If you have positive feedback please share this too
- If your child needs support to access the lesson please help them to focus if you are able to. (For example, turn off background noise, ensure pupil is not interacting with siblings during the session etc)
- Show your child how to mute themselves on the class call.
- Pupils' siblings should not join in with the session. Be aware that loud sounds from other rooms can be audible.
- Please ensure the username is your child's name so the member of staff running the session knows it is safe to let them in. This is important for safeguarding reasons.
- The member of staff may choose to record the session for monitoring and assessment purposes on school issued devices. This recording will be stored for the remainder of the term and then deleted. Recordings will only be shared within school. The member of staff will tell you if the session is being recorded.
- If you would prefer to keep your home private you can use a virtual background.
- Do not take photographs of or record the zoom call. Screen shots are also not permitted.
- The invites, links and passwords you are sent are designed to safeguard the privacy of our pupils. Please do not share these with anyone.
- Our teachers are working hard to make all lessons fun and engaging. Teachers will talk to pupils about expected behaviour and do their best to support pupils to engage and have fun. Teachers may need to mute, disable video or remove any pupils who behave inappropriately or disrupt the lesson.

### Guidance for teachers using Zoom/Teams for Remote Teaching

Teachers will use Teams or Zoom when teaching in school and a pupil who is self-isolating is joining from home. When the whole class is self-isolating or the bubble is closed Teams or Zoom will be used by all teachers.

For teachers using Zoom (where teachers and pupils are all at home)

#### Prior to the video call

- For safeguarding reasons there should always be more than one member of staff attending the lesson for group and whole class sessions. If this is not possible or if it is a 1:1 session the lesson will be recorded. Recordings will be kept for the remainder of the half term.
- Consider your background – what is visible behind you? If the environment contains personal items such as photos you may wish to find an alternative space if possible. Also, consider your audience, pupils with Autism and difficulties with information processing will find backgrounds very distracting if they are cluttered, busy or contain patterns. You may wish to consider using one of the virtual backgrounds as a calming and distraction free alternative or to keep your home private.

- Ensure you are clearly visible – you should be in a room with reasonable lighting so pupils are able to see you clearly. You should remain visible throughout the session.
- Share the link/meeting ID and password only with relevant parties. Do not share this on social media.
- Enable the waiting room feature and let people in who you believe should be attending. Hopefully all pupils will use their own name as the username. If you see a name that is not one of your pupils/parents you can turn off the video for other participants, admit the person to the meeting so you can see who they are. If it is not someone you are expecting in the session you can remove them from the meeting.

#### During the video call

- At the start of the lesson be clear what you want from the pupils. Use the 5 steps for learning or something similar. Set out the ground rules for the lesson. Ideally display these visually on your presentation to ensure all pupils can access and understand.
- Disable private messaging so the pupils cannot send messages to one another during the meeting.
- Screen Sharing
- If you are screen sharing close any unnecessary tabs to ensure you don't accidentally share any confidential information.
- Prevent participants from screen sharing unless you want them to in a specific lesson.
- Turn off annotation to prevent pupils from doodling on the screen for everyone to see.
- Turn off the private chat feature – to ensure pupils don't send messages privately to one another during the lesson
- Disruptive pupils
- If a pupil is disruptive you have options in line with our behaviour policy.
- Remind pupil/s of the expectations for the lesson.
- Mute/disable the video of the disruptive pupil. Until you have the chance to speak to them on a 1:1 basis using breakout rooms.
- Use breakout rooms to separate a TA/other adult and the disruptive pupil into a smaller group to talk about behaviour expectations or give some 1:1 time.
- Put the class 'on hold' while you talk 1:1 with the disruptive pupil.
- Remove disruptive pupil from the meeting. You can give them a clear warning, tell them you are going to remove them for a period of time, and allow them to re-join the lesson after a set period.
- Record significant disruptive behaviour on Arbor.
- If you are concerned about a pupil please ensure you raise concerns in line with our usual Safeguarding practices.

This guidance has been written for Linwood School in line with the following guidance:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

<https://swgfl.org.uk/resources/safe-remote-learning/>