



Tring School Remote Teaching, Learning, Assessment and Home Learning Framework

(Teaching and Learning Framework, Appendix 6)

Aims

- To ensure consistency in the approach to Remote Teaching and Learning when teachers and students are not in school.
- To support teaching staff in planning and delivering effective lessons for all learners when teaching remotely.
- To ensure assessment and feedback are meaningful, manageable and motivating when teaching remotely.
- To set out expectations for all members of the school community with regards to remote teaching and learning.
- To provide appropriate guidelines for data protection and safeguarding.

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1. Remote Teaching and Learning Best Practice

As of October 22nd, schools have a legal duty to provide remote education to students who miss school because of coronavirus. The DFE has supported this with a new document, published on October 1st 2020, called Remote Education Good Practice which has a range of suggestions for schools, largely based on this document from the EEF - Best Evidence on Supporting Students to Learn Remotely.

Because Google is so embedded in the school, we are in the enviable position where we can swap to Remote or Blended Learning with ease. In order to strengthen provision, and using the most recent research and evidence, we are suggesting that the following approaches, principles and strategies should underpin our approach and delivery of Remote Teaching and Learning.

1. Teaching quality is more important than how lessons are delivered. Clear explanations, scaffolding and feedback are needed. Lessons need to be interactive and not just setting work for completion.

2. Frequent contact between teachers and students is critical. The greater the sense of the teacher being present, the higher the engagement with the learning.
3. Teachers should assess student work, and feedback to students in line with school policy. Students should have two SIR marked assessments each half term. It is important that students act on your feedback. Teachers might like to consider any of the following Feedback strategies. These can include:
 - Whole Class Feedback and pupils redraft sections of work
 - Using exemplar work and asking students for strengths and weaknesses
 - Peer marking using mark schemes/success criteria
 - Self assessment using mark schemes/success criteria
 - DIRT
 - Live marking work on a Google Doc with student responses

Please see the [Teaching and Learning Framework](#) for a list of further options.

4. Peer interactions can provide motivation and improve learning outcomes. Teachers should therefore build in opportunities for students to work collaboratively in pairs or groups.
5. Pupils should be supported to work independently. Teachers should therefore build in opportunities for students to develop independent study skills, and metacognitive strategies that encourage self reflection.
6. It is important for students to experience practical work in practical subjects. Teachers must build this in and consider ways of approaching this.
7. To ensure student wellbeing, students should be encouraged to take part in Physical Exercise. PE teachers should take a lead on this, and adapt lessons accordingly. All students should keep a daily digital exercise log where they provide written, photo and/or video evidence for their PE teacher for Assessment and Feedback.
8. It is important that all aspects of school life, for example whole staff briefings, professional development sessions, assemblies etc are maintained during any period of disruption. It is expected that events like World Book Day, Charity Days, Extended Learning Days etc. can still go ahead, albeit virtually.

9. Reading is the key to bridging the gap. Subject Areas should consider their approach to reading and where possible, aim to incorporate comprehension and vocabulary activities in lessons at least once a week in order to build up and maintain students' reading and writing skills and stamina.

10. Teachers should set weekly Super Curriculum tasks for Home Learning where appropriate.

2. Remote Teaching and Learning Expectations for Tring School Staff

In the event of the whole school needing to move to Remote Learning, we will now be using the new school day times. All staff need to be available between 9.00am to 3.00pm in line with the school timetable (or correct hours if part-time) and must also allow adequate time to meet all responsibilities that fall within directed time. If staff are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Due to the nature of Covid 19 there will potentially be times when fulfilling work responsibilities are more challenging. The following guidelines are to be adhered to wherever possible:

Senior Leaders will:

- Provide support and guidance for Remote Teaching and Learning.
- Work closely with Subject Leaders in their Line Management areas to ensure all teachers are supported and are working effectively within the framework.
- Ensure that communication is supportive and effective in all areas of school business.
- Monitor the effectiveness of provision.
- Regularly gather the views of Students, Teachers, Parents and other stakeholders and respond to feedback accordingly.
- Monitor the security of provision including safeguarding concerns.

Subject Leaders will:

- Oversee what is being taught remotely at each key stage and ensure all teachers in their Subject Areas are confident with lesson planning, sequencing and delivery.
- Work with post holders in their teams to adapt lessons/resources so that they can be delivered remotely.

- Be added to all Classrooms in order to have an overview of Teaching and Learning in their Subject Areas.
- Regularly check in with their teams to ensure that staff feel supported.
- Quality Assure provision in their areas through discussion/sharing of resources/moderation and drop ins where appropriate.
- Complete termly Subject Leader observations in a manner appropriate to teacher and Subject Leader.
- Have an overview of student progress in their subject looking at student engagement across cohorts. Work with the Pastoral Team and Academic Excellence Team on re-engaging students where appropriate.
- Ensure that teachers are logging non attendance and non -completion of work, and are also contacting students and parents when they have concerns.
- Pick up on any potential concerns early on and inform Leadership Team Line Managers if support is required.

Teachers will:

- Follow their normal timetable and set work on Google Classroom with the date, lesson title and attaching all relevant resources by the start of the lesson. The post should begin with a reference to the date and time of the lesson the entry corresponds to. For example, Thursday 2nd April, Period 1. It will also help some students to copy the Google Meet link for the lesson into this Google Classroom post
- Staff and students can access the online lesson through their Google Calendars. Staff and students need to be aware that the position of the lessons on Google Calendar is correct, however, the timings will be different. In most cases the link for your lessons with a group will always be the same.
- Please watch this [video](#) to support you in adding a Google Meet link to Google Classroom
- Ensure that each lesson, where possible, begins and, where appropriate, ends with a Google hangout.
- Take the register on Go4Schools at the start of each lesson.
- Deliver lessons in chunks, starting with an explanation of the work. Students discussion can be facilitated through the chat feature and/or microphones.
- Students should be working independently or in pairs or groups through the lesson. Teachers can monitor student work on Classroom.
- Where possible, conclude every lesson with a 10 minute Hangout consolidating what students have learnt and facilitating further discussion.
- Take into account adaptations to learning for students on the SEN/AMA registers and ensure they are able to access the work at home. There must be appropriate expectations of the work they will produce and teachers should work closely with any support staff.
- Ensure they give students regular feedback on their work.

- Have a 20 minute Tutor Session once a week. These could be at break and/or lunchtime rather than the morning slot.
- Check in with their Pupil Premium Student once a fortnight and the parent, monthly.
- Chase up any student who fails to attend or complete work set by sending a standard e-mail to the student and parent, and logging on Go4Schools.
- For those students who develop a pattern of non engagement and non completion of work, work closely with their Subject Leader in order to re-engage them.

The Attendance Officer will:

- Oversee lesson attendance on Go4Schools during lockdown.
- Manage attendance@tringschool.org
- Input any known absences.
- Run a weekly lesson attendance on Go4Schools.
- Contact parents of students whose lesson attendance is a concern.

The SENCO will:

- Allocate additional key SEND students to Teaching Assistants
- Evaluate the impact of this work
- Work closely with the Attendance Officer and Pastoral Teams in supporting SEND students who are not engaging with Remote Learning.

Support Staff will:

- In student facing roles (eg Student Support, Teaching Assistants) act as per the guidelines below.
- In certain roles (eg Finance, ICT) continue with their normal tasks.
- Where a role is largely not possible during a period of Remote Learning (eg technicians, Learning Resource Centre) the member of staff will assist with learning providing one to one support for students
- Check in with their Pupil Premium Student once a fortnight and parent monthly

Teaching Assistants will:

- Work with their key students and parents and check in daily, identifying where support is needed and ensuring that support is in place.
- Ensure they are added to the classrooms of all teachers they are working with and work closely with Teaching Staff in supporting key students.
- Support teaching staff and Subject Leaders in re-engaging students who are not completing work.

IT Staff will:

- Support staff and students with any technical issues.
- Review security of remote learning systems and flag any data protection breaches.
- Maintain an up to date record of which pupils and families do not have internet access.
- Maintain up to date record of student devices.

The Pastoral Team will:

- Support student engagement by working with the Attendance Officer.
- Support student engagement by working with the Student Support Administrator.
- Make contact with the parents of students who are not attending Remote Learning lessons and keep a record of contact on Go 4 Schools.
- Have an overview of student engagement and liaise with the Academic Excellence Team to ensure there is a plan where students are not engaging, and that the plan is shared with all relevant staff.
- Reward students who are engaging well.
- Make regular contact with all students in their House/Year Group through Google Classroom.
- Methodically check in on the wellbeing of all students in their House/Year Group even if work is being completed, to support the pastoral care of all students in school and at home.

The Academic Excellence Team will :

- Communicate with the Pastoral Team to support student engagement in each year group.
- Communicate with Subject Leaders to support student engagement in each year group.
- Use data effectively to plan interventions.
- Support groups of students in their progress.
- Measure the impact of their work.

Pedagogy Champions/Expert Teachers will:

- Plan and deliver virtual CPD.
- Share best practice within their CPD Groups using the Friday Messages/CPD Briefings.
- Coach colleagues.
- Support staff competency with all areas of Google including Classroom, Hangouts, 'Chat' function, Google forms, Kahoot, Edpuzzle etc.

Pupils will:

- Be online for lessons from 9.05am.
- Sit at a desk/study space where possible and be appropriately dressed.
- Follow their normal timetable on Go4Schools.
- Have cameras and microphones on for all Google hangouts when requested.
- Complete all work set by teachers.
- Communicate with Class teachers/Pastoral team/Form Tutors if they miss lessons and /or require support.
- Communicate with teachers if they miss lessons and catch up with any work missed as shown on Google Classroom.
- Attend Collective Worship and Tutor Time.

Lessons are not optional and full attendance and involvement is required unless there is a valid reason.

Parents will:

- Encourage and support their child's work by finding an appropriate place to work where possible, checking that set work is completed by the end of each day and ensuring that the normal school timetable for the day is followed.
- Inform school if their child is sick or cannot complete the work using attendance@tringschool.org.
- Support school by issuing appropriate rewards and praise at home when their child is working really well.
- Support school by issuing sanctions at home when work is not completed.
- Seek help from school if they need it by contacting the subject teacher / form tutor if there are any concerns.
- Be respectful when sharing queries or concerns with staff.
- Familiarise themselves the [Tring School Remote Learning Guide](#)

Governors will:

- Monitor, challenge and support the school's approach to providing Remote teaching and Learning to ensure HQFT.
- Monitor, challenge and support to ensure that Remote Teaching and Learning systems are appropriately secure for both data protection and safeguarding.

3. How to use Technology Effectively to deliver Remote Teaching and Learning : A Guide to Best Practice

Google classroom, Screencastify and Google Hangouts.

Every class has a Hangout set up for it and you can find this on Google Calendar. Click on your lesson, then click on the link to join the Hangout. You will need to allow access to your device's microphone and webcam. You can share your screen with your presentation. You can also record your Hangout. Google Hangouts Tutorial and instructions.

Through the use of Screencastify, teachers can record the explanation of their lessons/concepts/presentations and add to the resources on Google Classroom. Screencastify intro video and Presentation

Teachers should ensure the chat feature of Google Classroom is open for students to ask questions and the teacher to respond accordingly (see instructions)

Staff will have a variety of online materials that they can utilise

- i. Review games such as Kahoot, Quizizz, Gimkit etc can be accessed - post a join code on Google Classroom during your lesson time
- ii. YouTube may be useful in finding pre-prepared material to supplement students' learning
- iii. Edpuzzle can be used to create quizzes around videos (e.g. ones you create using Screencastify or ones already available on YouTube) Tutorial Sync Edpuzzle with Google Classroom

Tips and guidance when using Google Hangouts

- Let the students know you will be offering a hangout in your Google Classroom post
- Ask students to turn off microphone and turn on camera when joining the session
- If you open the hangout in a new window and have two windows side by side don't present your entire screen. Select a window and select the tabs where your

slides/doc etc are that you want to present. You can then run the two windows side by side whilst still seeing the comments of students.

- Hangouts were never intended to be used for whole class teaching, all individuals can mute or remove anyone. If this happens they can join the session again, however, warn the students that access to this will be withdrawn and work will only be monitored through Google Classroom. An email to parents / students would also be good

To safeguard all Staff and Students:

- When video conferencing, teachers must be professionally dressed.
- By bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons are between the teacher and the pupils alone. There should be no parental interaction over Hangouts.
- If you have any concerns, please talk to Nigel Barlow.
- One-to-one video sessions with students are not allowed unless the session is recorded and the video kept in the calendar entry.
- It is good practice and strongly recommended to record all online lessons.