THE COOPERS' COMPANY
AND COBORN SCHOOL

Love as Brethren

Remote Learning Policy

	Name of School	The Coopers' Company and Coborn School
	Policy review Date	January 2021
	Date of next Review	As and when required
	Who reviewed this policy	Mr Mark Duncan
	Date reviewed by The Governing Board	December 2020

CCCS Remote Learning Strategy

The Why

At The Coopers' Company and Coborn School, we understand the need to continually deliver high quality education to our students at all times. The year ahead is uncertain and there may be periods where students, or even whole year groups, need to access remote learning due to evolving pandemic. Therefore this strategy aims to provide a framework to ensure all students continue to receive high quality teaching and learning throughout 2020/21 in line with our key pillar of 'academic excellence'.

Government documents

The following documents have been referred to in order to create this strategy:

Government: Guidance for full opening: schools
https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak

Government: COVID-19 contain framework: a guide for local decision-makers
https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks

Government: Remote education good practice
https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice

Government: Restricting attendance during the national lockdown: Schools (Jan 2021)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf

Ofsted: What's working well in remote learning (Jan 2021)
https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education

Overview for Parents / Carers

This document has recently been updated (Jan 2021) to include an overview guide for parents / carers – please see **Appendix D** for this.

Key software used at CCCS

The following learning programmes form the basis of remote learning at Coopers Coborn. Staff, and students, have received training and instructions on how to use them effectively.

Software	Description & further information
Google Classrooms	• Our virtual learning environment where all work and resources are posted by staff for students to access. • Students access through their school log-in (e.g. 20bloggsjoe@cooperscoborn.org.uk). • Staff can set 'assignments' for students to access which can then be seen in 'to-do' lists on the students portal. • Students can turn work in and staff are then able to provide individual feedback and comments. • An app is also available which allows easy upload of pictures of work to assignments. • 'Google Guardians' feature emails parents with a summary of upcoming work, deadlines and announcements from staff.
Google Meet	• A video conferencing tool that enables staff to stream live lessons / assemblies to students. • Students, and staff, access through a 'meet link' which is posted in the Google Classroom. • This tool will be used at various points during remote learning and mainly when whole year groups are working from home (see 'Tiers of remote learning' below for more information). • Further details on how to use please see the Student Guide (click here and appendix A) and Staff Guide (click here and appendix B)
Loom	• Screen recording software which enables staff to deliver 'on-demand' lessons to students in a live video format. • Students simply need to click on the link posted in the Google Classroom by their teacher. • This enables a more immersive learning experience whereby staff are able to talk through PowerPoint, resources and include videos / audio. Students can play, pause and rewind to help with their learning.
Seneca Learning	• A free revision website that covers an extensive list of subjects and is also exam board specific at Key Stage 4 and Key Stage 5. Excellent content covered at Key Stage 3 also. • Students can sign up at the website: www.senecalearning.com • Delivers courses in bitesize chunks of information, combining visual aids along with low-stakes quizzing in order to boost memory retention. • Staff can set specific assignments through this website for students to complete
Oak Academy	• High quality video lessons and resources made by specialist teachers and approved by the Department for Education. • The website can be accessed at anytime here: https://www.thenational.academy/ • Staff may link to lessons on the website to support the delivery of the curriculum at Coopers' Coborn during periods of remote learning.
Subject specific learning platforms	• There are several subject specific websites that CCCS staff may direct students to for remote learning. These could include: o Hegerty Maths, Maths Watch, Active Learn (Languages) and more • Instructions for logging into these websites will be provided by departments

Effective Remote Learning

In order for remote learning at CCCS to run effectively, it is expected that the following will be adhered to by the relevant parties:

Students

- are expected to access Google Classrooms on a daily basis and complete tasks set by the relevant deadlines
- should follow their regular school timetable, when self-isolating or in periods of lockdown, and complete the posted work in each subject accordingly
- should respond to staff comments, and feedback, in a timely manner
- should contact staff (through email or through Google Classrooms) if they are unsure on any topics or have questions about the assignments being set. This should be done in good time ahead of deadlines
- should ensure they 'check-in' on Google Classrooms each day when attendance is being recorded in periods of lockdown or whole year group remote learning
- must adhere to school policies regarding appropriate use of ICT (school behaviour policy and ICT user agreement)

Parents and carers

- should support their son/daughter in remote learning by providing, wherever possible, a quiet working space at home
- should regular check their Google Guardians summary email, and Go4Schools notes, for work that is due to be completed and discuss this with their child
- support/guide their child in contacting the relevant member of staff if they are unsure on any particular piece of work or are having any issues with accessing remote learning

All teaching staff

- will post work / assignments / conduct Google Meets in line with the 'tiers of remote learning' table below
- will provide regular feedback for remote learning that requires marking via Google Classrooms
- will, wherever possible, follow the guidelines published by the EEF on effective remote learning approaches (CLICK HERE and Appendix C). These include:
  - Making objectives clear and highlight links to/review previous learning
  - Using clear **step-by-step instructions** to explain the task
  - Using well planned, high quality resources to encourage students to engage in repeated practice, make comparisons to model answers and provide opportunities to rectify mistakes independently.
  - Giving opportunities to reflect and review learning through questions

Heads of Department

- maintain oversight of the curriculum and ensure that remote learning is appropriately integrated and delivered by teaching staff
- ensure all teaching staff contribute to remote learning and ensure individual needs are taken into account
- direct the department's **'remote learning champion'** on the quality of remote work that needs to be maintained, inline with the tier system (see below) and give information on the support measures that need to be in place

Remote Learning Champion
- will work with the head of department, and teaching staff, to ensure that remote learning is consistently maintained at a high quality inline with the tier system below

Pastoral and support staff
- Heads of Year, and form tutors, will check-in with students through support emails and phone calls where appropriate in significant periods of self-isolation / lockdown
- Heads of Year, and Pupil Premium Co-ordinator, will contact key vulnerable students to ensure they have appropriate ICT access at home and look to facilitate loaning of school equipment as necessary.
- There will be a further system in place to regularly check ICT access for all students.

SEND support and Learning support assistants
- Learning Support Assistants will provide additional remote support to those students who have an Education Health Care Plan (EHCP) or those under Schools Support (SEN K Code). This will be via email, Google Classrooms and/or a phone call.
- Teachers should ensure that work is differentiated (as required) and/or appropriate for all learners when setting online tasks. All information about students who have additional needs is available through the school's secure network and the SENDCO.

Behaviour and Safeguarding

All students, and staff, are expected to follow the school's code of conduct during remote learning including when using online 'live' platforms such as Google Meet. Excellent behaviour from students is expected and all staff will adhere to highly professional teaching standards. The following policies / documents contain further information on the expectations required through remote learning:

- **School Behaviour Policy**: CLICK HERE - section 11 contains specific points on remote learning protocols / behaviours
- **Google Meet**: CLICK HERE for student code of conduct (appendix A)

Sanctions will be applied to any student that cannot follow the rules for behaviour during remote learning.

Safeguarding

Safeguarding the children in our care during remote learning must continue to take first priority. All staff receive yearly training on keeping children safe in education and must adhere to the CCCS policy on safeguarding (CLICK HERE) during remote learning along with the 'Teachers' Standards' published by the DfE.

Furthermore a virtual assembly has been delivered to students on the importance of safeguarding, support available in school and key staff to contact if students have any worries or concerns.

Any safeguarding concerns during lockdown, from students or staff, should be passed immediately to a member of the safeguarding team listed below:

Mrs R Carron – rca@cooperscoborn.co.uk

Mr M Duncan – mdu@cooperscoborn.co.uk

Mrs S Kite – ski@cooperscoborn.co.uk

Mr J Ellis – jel@cooperscoborn.co.uk

Mr L Bonnett – lbo@cooperscoborn.co.uk

Tiers of Remote Learning at CCCS

Based on the government guidelines, the following tiers of remote learning will be put in place at Coopers' Coborn:

Level	Description	Remote learning in place
Tier 1	School is open and all students are attending. A minority of students may be self-isolating in each year group.	• A lesson overview, and key resources (worksheets, PowerPoints etc), are uploaded to Google Classrooms for each lesson for students self-isolating. This post should ideally be scheduled on the day of the lesson or ASAP afterwards. • If staff are self-isolating, but well, work will continue to be set on Google Classrooms and a copy also emailed to the cover supervisor. • If staff are self-isolating, but unwell, the HOD and remote learning champion will ensure work is posted on Google Classroom and a copy emailed to the cover supervisor. • Assignments on Google Classroom <u>may</u> be set for homework and for students self-isolating. • Google Meet / Loom may be used for virtual assemblies
Tier 2	School is open but a significant proportion of students are self-isolating in a year group.	As tier 1 but in addition: • Students at home to follow usual timetable • Staff must schedule assignments on Google Classrooms for students in self-isolation to complete class work / homework, along with deadlines, in line with their timetable or as soon as possible the day afterwards. • Evidence of work completed at home should be 'turned in' through the assignment feature. Feedback to students is provided which can range from 'acknowledgement' of work handed in to more detailed feedback when appropriate. • A 'Google Meet' should be scheduled by the subject teacher (or remote learning champion) once per week in each subject to check in with students in self-isolation. This only needs to last 15 minutes and can be used to give an overview of what has been taught in school and to answer any queries / issues. • Alternatively, one lesson a week can be 'streamed' from the classroom using audio / screen share to students self-isolating • Form tutors, and head of year, in affected year groups should organise pastoral phone call check-ins once per week. Enhanced pastoral support given to vulnerable students by LSAs and Learning Mentor.
Tier 3	Year groups are in school on a rota basis due to significant staff shortage *or* only year groups identified by the DfE are on site.	• Year group(s) at home follow usual school timetable • Attendance check-in created on Google Classroom and monitored by attendance officer • Staff upload work, and assignments to Google Classrooms, in line with timetable & follow EEF guidance (appendix C) on remote learning. Regular feedback provided by staff. • More interactive content must be used including Loom where appropriate. • Google Meet used to deliver live synchronous elements in 50% of lessons each fortnight to year groups at home[1]. Must be during usual period on timetable. • Google Meet / Looms used to provide assemblies and PSHE content where appropriate. • Form tutors, and head of year, in affected year groups should organise pastoral email check-ins once per week. Enhanced pastoral support given to vulnerable students by LSAs and Learning Mentor.
Tier 4	Full lockdown with only key worker / vulnerable students on site. All other students are educated remotely.	• As Tier 3 above but for all year groups. • Key worker students given access to Google Classrooms on site in supervised conditions utilising LSAs where appropriate.

[1]See next page for examples of live synchronous elements in lessons.

Live synchronous elements

When year groups are in remote learning Tier 3 or Tier 4, as mentioned on the previous page, we aim to deliver live elements in 50% of all lessons taught over the fortnight in each subject. To clarify for each Key Stage this means an aim of:

- **KS3:** 50% of lessons within a subject over the fortnight
- **KS4:** 3 out of 5 lessons within a subject over the fortnight
- **KS5:** 5 out of 10 lessons within a subject over the fortnight

Live elements are synchronous videos using Google Meet as opposed to asynchronous videos (e.g. a pre-recorded video / Loom). The format of these Meets can include:

- **Live lesson** - The whole lesson is taught on Google Meet with teachers and students working online together. Content is delivered along with activities / questions & answers / formative assessment throughout. Replicates - as close as possible - a lesson in school and work does not need to be 'turned in' if not required.

- **Motivate & go** - The teacher will explain key points on Google Meet at start of lesson, take questions and set independent work. Students log off Meet to complete work and 'turn in'.
  - *Option* - teacher can stay on meet for students to 'drop in' with any questions throughout lesson.
  - *Option* - class can re-join meet at the end of the lesson for plenary / feedback / or show classwork to teacher using video (no work then needs to be turned in).

- **Question & answer** - The class join Google Meet to discuss an issue / topic at a point during the lesson. For example, this could happen in the second half of a lesson after a 'Loom' has been watched or a piece of work completed in the first half.

- **Feedback / review** - The teacher asks students to join the Google Meet one at a time throughout the lesson (or in small groups), to deliver feedback and review recent work. The rest of the group are set a self-marking quiz / Seneca / revision task.

- **Drop in (single group)** - Teacher opens Google Meet, students log on at start for explanation of task, then 'drop in' throughout the meet if they need help or have any questions. Work is turned in at the end of the lesson.

- **Drop in (multi group)** - If multiple groups in the same subject are on at the same time, one teacher can run a 'drop in' Google Meet for all teaching groups to help share workload. A rota could then be created amongst staff in department to help further.
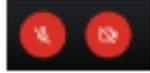
Appendix A

Google Meet - Information for Students

What is it?

It is a system within Google Classrooms that allows a member of staff to communicate with you via audio, video and screen share.

Student Expectations

You are expected to behave in the 'meet' as you would in school and all usual school rules regarding behaviour and etiquette apply. In particular:

- Ensure you join the 'meet' with your video and microphone off. Only have these facilities switched on if directed by your teacher.
- Prepare any materials that your teacher has said you will need beforehand (e.g questions, answers, documents open etc)
- Find a quiet place to participate in the 'meet'.
- If the video setting has been allowed by your teacher make sure you are appropriately dressed and try to ensure your background is neutral.
- When speaking during the 'meet' only do so when instructed by your teacher. Talk slowly and clearly making sure you are always polite and wait for any pauses or delays that may occur due to connection issues.
- Stay focused and engaged throughout the 'meet'. Make sure you interact }when directed to do so by your teacher.
- If your teacher asks you to write any comments or questions in the chat / post, make sure they are sensible and you think through before you submit.
- Do not record or screenshot the meeting. Your teacher will record everything as this is needed for safeguarding reasons.
- Remember these 'meets' are between teachers and students ONLY. If parents wish to contact the school they should do so through the usual channels (e.g email to HOD/HOY)

- Any student that does not behave appropriately during the 'meet' will be removed, parents will be contacted and school sanctions applied.

How to use Google Meet

1. Click on the 'meet' link that your teacher has posted in the Classroom.
2. Before you click on 'Join now', turn your video and audio off (unless your teacher has said otherwise).
3. Click 'Join now'.
4. You are now in the 'meet' and should be able to see your teacher's screen and hear them.
5. If your teacher is using 'streaming mode', you will not have any options for your own video/audio and will just see your teachers screen.
6. Respond when directed by the teacher and follow the protocols listed above.
7. In 'streaming mode', your teacher will ask you to post questions and comments on the original post in your Google Classroom, make sure you have that open in a separate tab so that you can access this.

Appendix B

Google Meet – Staff Guide – Classroom mode

> Google Meet is a video / audio / screen share programme that allows staff to communicate with students through the Google Classroom interface. The below explains the 'classroom' mode not 'live streaming' – please see next page for this.

Steps by step instructions:

1. Click on the 'Generate Meet link' located in the banner of your Google Classroom.
   Then 'Visible to students' then 'Save'.
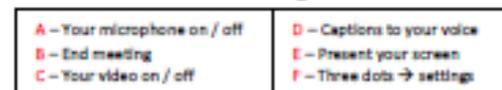   You only ever need to do this once.

   Class 2019-11CPe1
   Class code P4cajr
   Meet link Generate Meet link

2. Share this meet link with your class beforehand (in the Class stream)
   Click on the meet link when you are ready to start your meeting.

   Class 2019-11CPe1
   Class code f4ksp
   Meet link https://meet.google.com/lookup/anvicsv2z3

3. Click 'Join Now' and you are in the live room. Students can now join the room by clicking on the meet link you have shared with them.

4. Decide if you are having your **video** on or off by clicking the button at the bottom and you can also present your screen using the button on the bottom right.

A – Your microphone on / off	D – Captions to your voice
B – End meeting	E – Present your screen
C – Your video on / off	F – Three dots → settings

5. Open the resources you want to share with students so that they are ready. When you present you can either:
   - Share your entire screen (students see everything that you bring up)
   - Share a specific window (only share one resource)
   - Share a chrome tab (this is best for sharing videos / audios – eg YouTube)

6. As students join the room remind them that they must have their video and audio turned off. Only ask students to turn on audio or video if required by the task you are delivering.

7. **DO NOT ACCEPT** any user from OUTSIDE Coopers' Coborn organisation – a message will pop up someone tries to get in <u>without</u> a CCCS Google Classroom log in.

8. If any students do not have their microphone off you can mute them by clicking on their name on the right panel on then click the 'microphone' icon. <u>You cannot 'unmute' a student</u> – they need to do this themselves
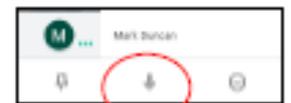
9. Remember to 'record' the meeting – this must happen for each meeting.
   Click on the '3 dots' at the bottom right of the screen and the 'Start recording'.
   Click 'accept' when the 'ask for consent' box appears.

   ● REC

10. Start delivering your session.

11. Students are expected to behave as they would in a usual lesson at school. If there are any issues with conduct, please record on Go4Schools and email the Head of year. Parents will be contacted.
    - If a student needs to be removed from the 'meet' click on their name in the right panel and then the '-' icon that appears.
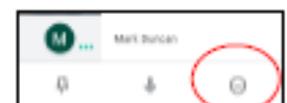
12. Once you have finished your session, stop the recording (by clicking on the 3 dots again), wait until all students have left and then hang up clicking the icon at the bottom of the screen. Any students that forget to leave, please remove them using point 10 above.

Google Meet – Staff Guide – Live Stream mode

When holding a live stream, you need to schedule the Google Meet through the calendar option

Steps by step instructions to schedule:

1. Click on **9 squares** on the top right of your Google webpage

2. Open up Google Calendar

3. Click on **CREATE (top left)**

4. In the title add in the name of your class (eg 10X4PE)

5. Edit the date and time of the meet.

6. Click on **'ADD MEET VIDEO conferencing'**

7. Click on the **down/up arrow** that appears

8. Then select **'add live stream'**

9. Click **'Add Guests'** if other staff members will be presenting with you

10. Copy the **'stream link'** link.

11. Click **SAVE**

12. **Post the 'stream link' in your Google Classroom post.** This is what the students need to click on to join.
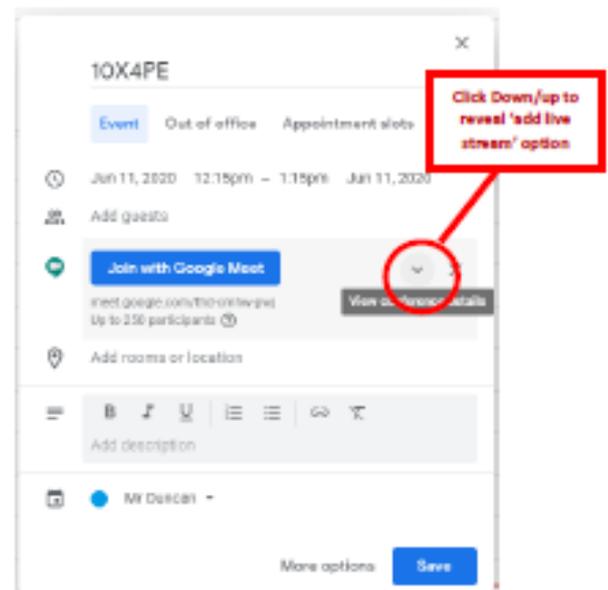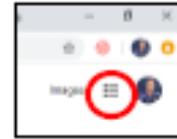
15/20 minutes before your meet is due to start

- **Go to your calendar again** and **click on the event.**
- Click on **'JOIN WITH GOOGLE MEET'** – please note this is a DIFFERENT meet link to the one in the banner in your Google Classroom. Any additional members of staff that are joining you and to present in the stream must use this meet link.
- Click **'Join Now'** and you will then be through to the Google Meet interface as detailed on previous page.
- Follow points 4 and 5 on previous page (decide if you want audio/video on or off) and present screen. Remember students will only see your stream, they do not enter the meet room.
- When ready to start, click on the '3 dots' in the bottom right corner. Then click **'Start Recording'** and **'Start Streaming'**.

- **REMEMBER** → Students cannot use the 'chat' in feature in streaming mode. If you want to communicate with them they must post/comment on the post in your Google Classroom (have this open on a separate tab). Please note there is around a 15/20 second delay in the stream getting to the students.

- You are now streaming live! Enjoy!

Appendix C

Home learning approaches
Planning framework

Education Endowment Foundation

The most effective learners can self-regulate and organise their approach to learning. They are aware of their strengths and weaknesses and have well developed metacognitive strategies that help them to learn. Metacognitive strategies can be taught, and are particularly powerful when they are subject specific. These metacognitive strategies will be particularly important for your pupils if you can't be with them in the classroom, along with a consideration of how we learn and how we remember what we have learnt. This framework is for a learning sequence, and is unlikely to take place within a single session.

Approach	What is it?	Why include it?	Examples (online / offline)
Activate	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	An important aspect of metacognition is planning how you'll approach a task, using what you already know.	Pupils watch a relevant video, then write down everything that they remember about it Pupils complete a short quiz (either auto- or self-marked) Pupils read a relevant textbook passage, then summarise the key points from memory Pupils add to a partially complete concept map **Tip: This can be as simple as reminding pupils of relevant vocabulary and could be combined with a review of previous topics.**
Explain	Explicitly teaching strategies to pupils and helping them decide when to use them.	Metacognitive strategies are most effective when they are context-specific, especially if pupils understand when and why to use them.	Use self- or pre-made videos, focussing on explaining your thought processes (why), as well as demonstrating the strategy itself (how) Use a visualiser to model your thinking, as you complete a series of worked examples Use examples in textbooks, giving additional guidance about when and why strategies are used Use a series of worked examples, with particular emphasis on explaining each step: for example, by annotating them **Tip: Limit the amount of new information you introduce in a particular session, and break explanations into short chunks, where possible.**
Practise	Pupils practising strategies and skills repeatedly, to develop independence.	Pupils need to practise new strategies, to develop independence. Scaffolds and support are needed at first, but should decrease over time.	A video leading pupils through a series of practice questions, reducing the guidance with each example A series of questions with partial prompts for each one, and links to further help online when needed Scaffolding—knowledge organisers, essay prompts, bookmarks, structure strips, sentence starters Model answers to questions, with prompts for pupils to explain each step or analyse why they were carried out **Tip: Consider how tasks can be split up into components, and help pupils to practise these individually before combining them into larger tasks.**
Reflect	Pupils reflecting on what they have learnt after they have completed a piece of work.	Self-regulated learners use tasks they have completed to evaluate what went well, and what they will do differently next time.	Videos taking pupils through key learning points for the group as a whole, after they have submitted (or marked) a set of work. Include prompts to help pupils with self-evaluation Short quizzes after activities, supporting pupils to think about what they have learnt, what they had trouble with, and any further help that they think is needed Prompt sheets that help pupils to evaluate their progress, with ideas for further support **Tip: You can introduce prompts before you reach the end of a learning sequence too, so that pupils can monitor their progress and access appropriate support, if needed.**
Review	Revisiting previous learning after a gap.	Retrieving things from memory, particularly after you've started to forget them, aids long-term retention.	Short online quizzes that include questions from previous topics, as well as more recent ideas A 'brain dump' of everything that pupils can remember about a previous topic, with a follow-up activity to correct anything that was wrong, and add anything that was missed, using textbook or other resources **Tip: A review needn't be a complex task—simply trying to summarise a topic for somebody else is a helpful review.**

Adapted from the EEF guidance report *Metacognition and Self-regulated Learning*

Appendix D - Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

This document gives an overall summary and should be read alongside our 'Remote Learning Policy' available on the school website

The remote curriculum: what is taught to pupils at home

A student's first day or two 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.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

All students should log on to Google Classrooms where lessons and resources will be uploaded to the 'Classroom' of each subject. If the school is in Tier 1 or Tier 2, according to our policy, then please bear with staff as they upload work. In most cases this will be before the scheduled timetabled lesson but, if not, it will be as soon as possible after the lesson has finished in school.

Students can also access independent resources during this time, in line with their subjects at school, on websites highlighted in our Remote Learning Policy including: Seneca Learning, Oak National Academy and Hegarty Maths.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, practical subjects such as P.E, drama, music, computing, technology and art may, at times, offer an alternative theory-based lesson. Please also be aware, there will be limitations and adaptations to the delivery of content in some lessons such as the practical experiments in science lessons.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 3	5 hours following their usual timetable and timings of lessons – please note this is the 2020/2021 Covid timetable.
Key Stage 4	5 hours following their usual timetable and timings of lessons – please note this is the 2020/2021 Covid timetable.
Key Stage 5	30 per fortnight (10 hours per A-Level subject) following their usual timetable and timings of lessons – please note this is the 2020/2021 Covid timetable. For A-Level students, the amount of time per day spent on work will vary inline with the number of lesson on their timetable each day.

Accessing remote education

How will my child access any online remote education you are providing?

Please see page 3 of our Remote Learning Policy for further details, however the main remote learning platforms used by the school are:
- Google Classrooms – Main platform from which all work is set
- Google Meet – Used to provide live synchronous video lessons
- Loom – Used to deliver asynchronous videos
- Seneca Learning - Used for revision tasks and independent work in lessons
- Oak National Academy – Used for asynchronous videos and lessons.
- Subject specific platforms – For example, Hegerty Maths, MathsWatch and ActiveLearn. Individual departments will share log-in details with students on these.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

Any family without access to the internet, or without a suitable device for remote learning, should contact their child's Head of Year. We will then facilitate support and look to deploy suitable resources to ensure your child can access education when students are working remotely. This may include loaning a laptop, 4G router, sending a work pack home or providing support in school.

Please see below the contact details for your child's Head of Year should you have any issues with remote learning:

Year 7	Mr Marshall	lma@cooperscoborn.co.uk
Year 8	Mr Ellis	jel@cooperscoborn.co.uk
Year 9	Miss Edmeades	sed@cooperscoborn.co.uk
Year 10	Mr Bonnett	lbo@cooperscoborn.co.uk
Year 11	Miss Gibson	hgb@cooperscoborn.co.uk
Year 12	Mr Teece	jte@cooperscoborn.co.uk
Year 13	Mrs Marshall	jml@cooperscoborn.co.uk

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely. Please see the CCCS Remote Learning policy (pages 7 & 8) for further information. An overview can be found in the box below:

- Google Meets for live synchronous teaching. If students are unable to access the meet live, due to internet issues, then staff will aim to upload a recording shortly after the lesson. Please note, live elements using Google Meets may take various forms depending on what is most effective for the lesson being taught – please see page 8 of the remote learning policy for more information on this.

    or

- Lessons will be delivered using the assignment feature on Google Classroom. This will include: high quality instruction, asynchronous video/audio recordings from teachers, Oak National Academy lessons and other resources to promote independent learning and metacognition.

In addition to these two main methods of delivery, further resources may be used including:

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- textbooks and reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Students are expected to follow their usual school timetable when working remotely. They should be completing work, attending Google Meets as scheduled and checking the subject Classrooms at the appropriate times as follows:

- **8.35am – 9.00am**: Morning registration
  (Complete daily attendance check / online form tutor session / virtual assembly / familiarise with the day's assignments and make a note of any upcoming Meets)
- **9am – 10am**: Lesson 1
- **10am – 11am**: Lesson 2
- **11am - 11.15am**: Break
- **11.15am - 12.15pm**: Lesson 3
- **12.15pm - 12.45pm**: *Years 8, 10, 13 only -* Lunch break
- **12.15pm – 1.15pm**: *Years 7, 9, 12 only –* Lesson 4
- **12.45pm – 1.45pm**: *Years 8, 10, 13 only –* Lesson 4
- **1.15pm – 1.45pm**: *Years 7, 9, 10, 13 only –* Lunch break
- **1.45pm - 2.45pm**: Lesson 5

Parents and carers
- should support their son/daughter in remote learning by ensuring they are ready to start learning at the beginning of each lesson.
- should provide, wherever possible, a quiet working space at home
- should regular check their Google Guardians summary email, and Go4Schools notes, for work that is due to be completed and discuss this with their child
- support/guide their child in contacting the relevant member of staff if they are unsure on any particular piece of work or are having any issues with accessing remote learning

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- A attendance check is generated each day on the pastoral page of Google Classrooms. This is monitored and follow up calls made by the relevant pastoral teams for any students not engaging.

- A remote learning note is created on Go4Schools for any work that is not submitted by the deadline set and any students that do not attend Google Meets for live elements in lessons. This is then displayed on the parent / student portal and a notification email is also sent home.

- Remote learning notes are monitored by Heads of Year and further follow up action is taken on a weekly basis for any students where there is a concern.

- Google Guardians emails are sent home to parents on a weekly basis to inform of any work due or missing. Parents can set for this to be received on a daily basis if they have a G-Mail account.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

There will be multiple methods to provide feedback during periods of remote learning including:
- Staff comments on work that is turned in via Google Classrooms highlighting areas of strength and areas to develop
- Whole class feedback to address misconceptions through Google Meets, asynchronous videos or follow up tasks
- Self marking quizzes embedded as assignments on Google Classroom
- Use of polls, verbal question and answer to assess understanding, and other forms of formative assessment during Google Meets

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils 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 pupils in the following ways:

- Learning Support Assistants will provide additional remote support to those students who have an Education Health Care Plan (EHCP) or those under Schools Support (SEN K Code). This will be via email, Google Classrooms and/or a phone call.

- Teachers will aim to ensure that work is differentiated (as required) and/or appropriate for all learners when setting online tasks. All information about students who have additional needs is available through the school's secure network and the SENDCo.

- Further checks and regular well-being phone calls will be made to vulnerable students by the pastoral teams to ensure that all students are safe and identify where further support may be needed.

- Parents can contact Mrs Carron (Assistant Head / SENDCo) on rca@cooperscoborn.co.uk if there are any concerns or additional remote learning support needed for vulnerable students or those with additional needs.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

The school is currently operating a Tier system in order to provide suitable support when year groups have varying numbers of students self-isolating. Please see further information on Tier 1 and Tier 2 below, which describe situations where some students are in school and some are self-isolating (full information is on page 7 of the CCCS Remote Learning Policy:

Level	Description	Remote learning in place
Tier 1	School is open and all students are attending. A minority of students may be self-isolating in each year group.	• A lesson overview, and key resources (worksheets, PowerPoints etc), are uploaded to Google Classrooms for each lesson for students self-isolating. This post should ideally be scheduled on the day of the lesson or ASAP afterwards. • If staff are self-isolating, but well, work will continue to be set on Google Classrooms and a copy also emailed to the cover supervisor. • If staff are self-isolating, but unwell, the HOD and remote learning champion will ensure work is posted on Google Classroom and a copy emailed to the cover supervisor. • Assignments on Google Classroom <u>may</u> be set for homework and for students self-isolating. • Google Meet / Loom may be used for virtual assemblies
Tier 2	School is open but a significant proportion of students are self-isolating in a year group.	As tier 1 but in addition: • Students at home to follow usual timetable • Staff must schedule assignments on Google Classrooms for students in self-isolation to complete class work / homework, along with deadlines, in line with their timetable or as soon as possible the day afterwards. • Evidence of work completed at home should be 'turned in' through the assignment feature. Feedback to students is provided which can range from 'acknowledgement' of work handed in to more detailed feedback when appropriate. • A 'Google Meet' should be scheduled by the subject teacher (or remote learning champion) once per week in each subject to check in with students in self-isolation. This only needs to last 15 minutes and can be used to give an overview of what has been taught in school and to answer any queries / issues. • Alternatively, one lesson a week can be 'streamed' from the classroom using audio / screen share to students self-isolating • Form tutors, and head of year, in affected year groups should organise pastoral phone call check-ins once per week. Enhanced pastoral support given to vulnerable students by LSAs and Learning Mentor.