



City Academy

Remote Learning

Policy and Staff Guide

February 2021



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Remote Learning – Roles, Responsibilities and Setting Work

Teachers

1. Set work according to student timetable. All work should be set by 8.00 each day. Upload work one day at a time to avoid confusion and overload
2. Plan lessons and produce resources for Live Lessons, Guided Lessons and Assessments in accordance with the timetable, as well as setting student Independent Practice.
3. Check for completion of the previous day's work between 8.25-8.45 and the current day's work between 13.45 – 14.00 each day and record on SIMS as well as attendance to Live Lessons.
4. Feedback: teachers are expected to provide short feedback for all assessments submitted. Teachers may also choose to deliver whole class feedback in a live/pre-recorded session addressing common issues/misconceptions
5. Support long term planning as directed by HoD

Subject Leads, HoDs and Directors

1. Ensure that work is being set in departments in-line with timetable, and in accordance with agreed departmental processes
2. Liaise with team re: engagement and students of concern following daily updates sent by JLE.
3. Keep regular departmental communication via email/Teams, and hosting Department Meetings in accordance with whole school calendar
4. Continue with long term planning/review

Heads of Year

1. Send daily email to form tutors at 08.30 with key messages, updates, and overview of lessons for the day.
2. Liaise with team re: engagement and students of concern following daily updates sent by JLE.
3. Between 2-3pm make phone calls for attached students, responding to any gaps in engagement, and record in SIMS.
4. Logging technology issues with IT and welfare concerns on CPOMS as appropriate and following up with SLT, HODs as appropriate,
5. Update Remote Learning Student Overview document
6. Liaise with HODs to ensure any inappropriate behaviour is identified and followed up on.
7. Ensure consistency and delivery of form time activities.

Form Tutors

1. Deliver live form times between 8.45-9.00. During form, tutors are expected to:
 1. Recognise students for the previous day's work, including late submissions.
 2. Outline what lessons students have for the day.
 3. Follow form time activities rota:
 1. Monday: Year Group Assembly
 2. Tuesday: Themed Assembly
 3. Wednesday: Literacy: <https://formtimeideas.com/>
 4. Thursday Numeracy: <https://formtimeideas.com/>
 5. Friday: Friday Fun: <https://formtimeideas.com/>
2. Between 2-3pm make phone calls for attached students, responding to any gaps in engagement, and record in SIMS.
 1. Logging technology issues with IT and welfare concerns on CPOMS as appropriate and following up with SLT, HODs as appropriate,
 2. Update Remote Learning Student Overview document



Students

1. Students are to log into to form each day where they will be informed about the lessons they have for the day and complete other form time activities.
2. Students are expected to attend the daily fitness sessions
3. Students are expected to attend all Live Lessons on their timetable.
4. Students are expected to complete any quizzes in response to Guided Lessons by 1.45.
5. Students are expected to complete all Assessments set by 1.45.
6. Students are expected to undertake 30 minutes of independent practice per subject per day in their subject areas, as directed by classroom teachers.

Lesson Expectations

Students will follow an adjusted timetable that feature a blend of **Live Lessons, Guided Lessons, and Assessment Lessons**. The 'blend' of this lesson will be distributed centrally. This makes it easier for departments to share clear communications, potentially centralise the planning of work, and for engagement to be monitored and for Form Tutors to guide students through what they should be completing each day.

This approach will:

1. Create more capacity for staff to have contact with home
2. Ensure contact home is immediate and followed up
3. Enable teachers to gather higher quality data about attendance/progress/engagement
4. Enable students and families to reduce, or better distribute, time spent in front of screens

Live Lessons

1. Material is delivered in real time, and assessment is done in lesson through questions and answers.
 1. (Followed by 30 minutes of independent practice, to be completed at the end of the day)

Guided Lessons + Quizzes

2. Material is pre-prepared and supported by narrated PowerPoints or pre-recorded videos. Students complete lessons independently. Assessment is done in the form of a quiz at the end of the lesson.
 1. (Followed by 30 minutes of independent practice, to be completed at the end of the day)

Assessment Lessons

3. Some form of extended assessment, set to students through the assignments function in Teams. Is marked and fed-back to students. Can be supported by material that is pre-prepared and supported by narrated PowerPoints or pre-recorded videos. Students complete lessons independently. Assessment is done in the form of work returned in full to the teacher.
 1. (Followed by 30 minutes of independent practice, to be completed at the end of the day)

Basic Expectations

4. Nearly all work should be set via MS Teams. Other platforms (such as Maths Watch and Educake) should only be used if they formed a part of normal practice with groups in the Autumn Term. If other platforms are used, clear instructions should still be posted on MS Teams.
5. Work should be uploaded into classes by 8am each morning, communicating clearly to students what kind of lesson they have and what their expectations are for the work.
6. Give students clear instructions as to what to do, and model processes and expectations to them – this is best delivered as part of a pre-recorded video or narrated ppt.
7. Make it clear where students should complete the work.
8. Detail how long should students expect to spend on each task – include this in your videos and narration.



Preparation and Delivery of Materials

The work set for all lessons should seek to mimic the features of the City Academy Standard Lesson Format as much as possible. Work will typically be set using Word, PowerPoint or One Note and saved in the students files (for live and guided lesson) or set directly to students using the assignments function (Assessment Lessons).

All should feature a **DNA**, **Instruction (I)**, **worked example(s) (we)**, and the **independent practice (you)**.

DNA

The DNA (Do Now Activity) is a bank of 5-10 questions based on content that has been taught prior. It should encourage students to undertake retrieval practice, ensuring that previously learned content is being strengthened in the long term memory.

Instruction

This is the main teaching part of the lesson – based on the principle that if it can be said to them, it can be read to them. Please write out the content, knowledge and/or processes you want students to work with in the lesson. Support this with a word bank that includes key words with a synonym (not the definition). This can include links to videos, images and be supported by existing text books (pages scanned in) or websites (such as BBC bite size too). If you want students to be able to do something, please outline in a clear step by step guide.

Worked Example(s)

Whatever independent practice you are setting the students, please take the first question (or two if the concept is more complex) and complete it for them. The expectation is still that students complete it themselves too so that the content is being rehearsed multiple times, and so they can immediately access some success.

Independent Practice

The independent practice is a bank of questions or a task using what has been gained in the instruction. These will most likely be comprehension questions, but may be some problems that need solving in maths or science, or could take the form of exam questions (just bearing in mind you will need to give an example in the Worked Example). Whatever format the independent practice take, it should be closely aligned with the knowledge or processes gained in the instruction.



Live Lessons

Safeguarding

- Record every lesson. Recording will be upload to your MS Stream. As a live stream recording constitutes personal data, the school must comply with its GDPR policy. All recordings are saved within the Team channel, viewable only by the Team members and administrators, and are automatically deleted after 30 days.
- No 1-1 sessions will take place
- When setting up a meeting, activate the follow settings;
 - all participants must enter via the lobby
 - turn off incoming video
 - mute participants on entry
 - blur background
 - the ability to screen share is limited to the teacher only
- Schedule lessons by inviting a 'channel'. This will ensure participants will only be able to access the live lesson using their school login and password – this means no unauthorised people can access the lesson and no one can be anonymous
- Download attendance list after the recording

Live lessons are to take place within Teams only – zoom, and other platforms, should not be used.

Monitoring Engagement and Follow Up

Monitoring Engagement

Subject Teachers

1. Engagement will be monitored daily, and updated **by 1400 in SIMS each day.**
 - a. The timeline in SIMS will not reflect the timings of the day as we teach remotely.
 - b. Registers should be taken in real time where possible, especially for live lessons.
2. **Subject teachers** will log completion on to SIMS **1345 – 1400 each day**
 - a. Y = Student attended the Live Lesson, has completed their quiz or assignment, OR if the students has failed to do so, they have clearly attempted the work as evidenced by a dialogue with the teacher.
 - b. N = no work attempted/submitted/no engagement with the teacher
 - c. L = Student arrived to Live Lessons late, or left early.
3. Subject teachers will review quizzes and assignments again at 0825 the following day and update SIMS to reflect progress made by students since follow up call.
 1. L = work submitted after follow-up call

Follow up

Form tutors and Supports

1. Form tutors and Supports are responsible for keeping the Remote Student Learning Overview (RLSO) up to date, ensuring all staff have access to an up to date record of students current remote learning access.
2. Form tutors and Supports will review the engagement tracker daily from **1400.**
3. Form tutors and Supports will call home and speak with parents if students have not submitted work for 1 or more subject.
4. Form tutors and supports should also make semi-regular contact with parents of students with high levels of engagement to praise, reinforce and ensure there are no changes with their access arrangements.
5. Phone calls should also be used to check well-being of students.



6. Log contact on SIMS by leaving a comment on the students Reg mark – ensure actions are followed up with the relevant person/team/systems.

SIMS Comments

1. Contact home – spoke to parent and advised student must log onto learning immediately to complete work set and log in tomorrow
2. Contact home – voicemail left about non-attendance/advised must log on immediately and complete work set
3. Contact home – no response/option to leave a message/invalid number – logged on CPOMS
4. Contact home – no device/internet access – referred to (Staff initials/IT support logged)
5. Contact home – log in details/password issues, shared again with parent/student
6. Contact home – spoke to parent – requires support as student refusing to engage – logged on CPOMS
7. Contact home – welfare issue raised by parent – logged on CPOMS
8. Contact home - spoke to parent to praise child about their consistent engagement.

Example comment:

'TOB contacted home – spoke to parent and advised student must log onto online learning.'



Timings of the Day

Time	Students	Staff	
8.00		All work for the day will be uploaded to Teams.	
8.10		Briefing (Monday/Wednesday/Friday)	
8.25-8.45		Check previous days quizzes and assignments and update on SIMS with an 'L' code.	
8.45-9.00	Form		
9.00-9.20	Fitness		
9.20-10.20	Live Lesson 1		<p>When not in a live lesson:</p> <p>Students complete guided lessons and assessments.</p> <p>Staff plan resources for the next day, ensure all tracking information is up-to-date and relevant follow-up has taken place and any other appropriate duties.</p>
10.20-10.30	Break		
10.30-11.30	Live Lesson 2		
11.30-12.00	Lunch		
12.00-13.00	Live Lesson 3		
13:00-14:00	Catch-up		
13.45	Quizzes and Assessments must be returned	Check responses to lessons is up to date ensure SIMS is updated.	
14:00-15.00	Independent Study	Phone Calls Home	



Timetable: Overview

		Mon1	Tues1	Wed1	Thu1	Fri1		Mon2	Tue2	Wed2	Thu2	Fri2
11Y	1	ENG	MATHS	SCI	HUMS	OPTC	1	MATHS	SCI	MATHS	SCI	MATHS
	2	SCI	HUMS	OPTC	MATHS	SCI	2	HUMS	ENG	OPTA	ENG	HUMS
	3	OPTA	ENG	OPTB	OPTA	ENG	3	OPTB	HUMS	OPTC	OPTB	PE
11Z	1	HUMS	SCI	MATHS	ENG	OPTC	1	SCI	MATHS	SCI	MATHS	SCI
	2	MATHS	ENG	OPTC	SCI	MATHS	2	ENG	HUMS	OPTA	HUMS	ENG
	3	OPTA	HUMS	OPTB	OPTA	HUMS	3	OPTB	ENG	OPTC	OPTB	PE
10Y or A	1	MATHS	OPTA	MFLICT	SCI	MATHS	1	MFLICT	OPTA	OPTB	MFLICT	PSHE
	2	OPTB	SCI	HUMS	OPTA	OPTB	2	SCI	MATHS	HUMS	MATHS	SCI
	3	ENG	MATHS	ENG	HUMS	PE	3	ENG	SCI	ENG	HUMS	ENG
10Z or B	1	SCI	OPTA	MFLICT	MATHS	SCI	1	MFLICT	OPTA	OPTB	MFLICT	ENG
	2	OPTB	MATHS	ENG	OPTA	OPTB	2	MATHS	SCI	ENG	SCI	MATHS
	3	HUMS	SCI	HUMS	ENG	PE	3	HUMS	MATHS	HUMS	ENG	PSHE
9Y	1	ICT	ENG	PE	MFL	PSHE	1	ENG	HUMS	ENG	HUMS	CA
	2	HUMS	CA	SCI	ENG	ENG	2	ICT	TASTER *	MATHS	MFL	TASTER *
	3	MATHS	TASTER *	MATHS	SCI	MATHS	3	SCI	CA	SCI	MATHS	SCI
9Z	1	MFL	HUMS	ENG	ICT	ENG	1	HUMS	ENG	PE	ENG	TASTER *
	2	ENG	TASTER *	MATHS	HUMS	PSHE	2	MFL	CA	SCI	ICT	CA
	3	SCI	CA	SCI	MATHS	SCI	3	MATHS	TASTER *	MATHS	SCI	MATHS

	LIVE
	GUIDED + QUIZ
	ASSESSMENT

* Always Live	Self Esteem
	Financial Literacy
	Dance



		Mon1	Tue1	Wed1	Thu1	Fri1	Mon2	Tue2	Wed2	Thu2	Fri2
8 C 1	1	MATHS	L4L	CA	PSHE	L4L	SCI	L4L	L4L	CA	MFL
	2	ENG	SCI	MATHS	ENG	CA	ENG	SCI	MATHS	ENG	CA
	3	SCI	L4L	PE	MFL	MATHS	L4L	L4L	PE	L4L	MATHS
8 C 2	1	MATHS	L4L	L4L	L4L	L4L	PSHE	L4L	L4L	L4L	L4L
	2	SCI	MFL	MATHS	CA	ENG	SCI	MFL	MATHS	CA	ENG
	3	CA	ENG	PE	SCI	MATHS	CA	ENG	PE	SCI	MATHS
8 O 1	1	ENG	L4L	L4L	PE	ENG	ENG	PSHE	SCI	PE	ENG
	2	L4L	CA	CA	L4L	L4L	L4L	MFL	CA	L4L	SCI
	3	MATHS	SCI	MATHS	MATHS	SCI	MATHS	CA	L4L	MATHS	MFL
8 O 2	1	CA	MATHS	SCI	PE	MATHS	PSHE	MATHS	SCI	PE	SCI
	2	SCI	L4L	L4L	L4L	CA	CA	L4L	MFL	CA	L4L
	3	L4L	ENG	MATHS	ENG	MFL	ENG	L4L	MATHS	ENG	L4L
8 R 1	1	L4L	ENG	ENG	L4L	SCI	L4L	ENG	ENG	PE	MATHS
	2	MATHS	L4L	CA	PE	MATHS	MATHS	SCI	CA	L4L	L4L
	3	MFL	L4L	SCI	CA	PSHE	L4L	MFL	MATHS	CA	SCI
8 R 2	1	PE	SCI	CA	SCI	PSHE	CA	L4L	CA	SCI	CA
	2	L4L	MATHS	L4L	MATHS	L4L	L4L	MATHS	L4L	MATHS	L4L
	3	MATHS	PE	ENG	MFL	ENG	SCI	L4L	MFL	ENG	ENG
8 E 1	1	SCI	MFL	L4L	MATHS	CA	MATHS	SCI	PSHE	L4L	L4L
	2	PE	ENG	ENG	L4L	SCI	PE	ENG	ENG	SCI	MATHS
	3	L4L	MATHS	CA	L4L	MFL	CA	MATHS	CA	L4L	L4L
8 E 2	1	L4L	CA	MATHS	ENG	CA	MATHS	MFL	MATHS	ENG	MATHS
	2	PE	MATHS	SCI	SCI	L4L	PE	CA	SCI	PSHE	L4L
	3	ENG	MFL	L4L	L4L	CA	L4L	ENG	L4L	SCI	L4L

	LIVE
	GUIDED + QUIZ
	ASSESSMENT

* Always Live	Self Esteem
	Financial Literacy
	Dance



		Mon1	Tue1	Wed1	Thu1	Fri1	Mon2	Tue2	Wed2	Thu2	Fri2
7 C 1	1	L4L	L4L	L4L	L4L	L4L	L4L	L4L	MFL	L4L	L4L
	2	CA	SCI	CA	SCI	ENG	SCI	PE	ENG	SCI	PSHE
	3	ENG	MATHS	PE	MFL	MATHS	CA	MATHS	CA	L4L	MATHS
7 C 2	1	L4L	MFL	L4L	CA	PSHE	CA	MFL	L4L	ENG	CA
	2	MATHS	ENG	PE	MATHS	SCI	MATHS	PE	SCI	MATHS	SCI
	3	CA	L4L	L4L	L4L	L4L	L4L	SCI	L4L	L4L	ENG
7 O 1	1	MATHS	ENG	PSHE	L4L	ENG	MATHS	CA	ENG	MATHS	MFL
	2	L4L	L4L	L4L	PE	L4L	L4L	L4L	L4L	L4L	L4L
	3	SCI	MFL	SCI	MATHS	CA	SCI	PE	SCI	CA	CA
7 O 2	1	SCI	L4L	CA	SCI	MATHS	SCI	MATHS	CA	SCI	MATHS
	2	L4L	MATHS	L4L	L4L	L4L	L4L	L4L	MFL	PSHE	MFL
	3	CA	CA	ENG	PE	ENG	PE	L4L	L4L	ENG	L4L
7 R 1	1	CA	SCI	PE	CA	SCI	PSHE	SCI	L4L	CA	SCI
	2	ENG	L4L	MATHS	ENG	MATHS	CA	L4L	MATHS	ENG	MATHS
	3	L4L	L4L	L4L	L4L	MFL	L4L	L4L	PE	L4L	MFL
7 E 1	1	ENG	L4L	PE	L4L	L4L	L4L	L4L	PE	L4L	L4L
	2	CA	MFL	SCI	L4L	CA	L4L	ENG	CA	CA	MFL
	3	MATHS	SCI	MATHS	ENG	SCI	MATHS	L4L	MATHS	PSHE	SCI

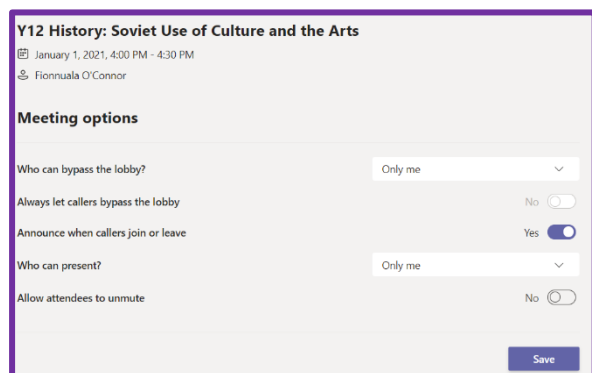
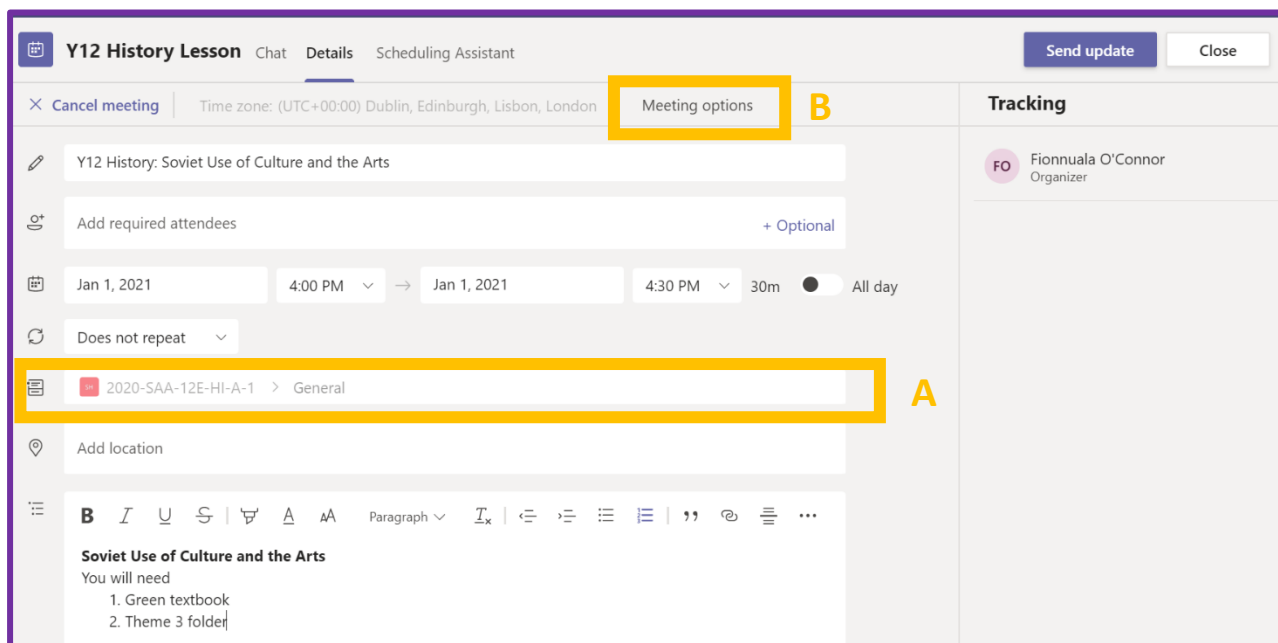
	LIVE
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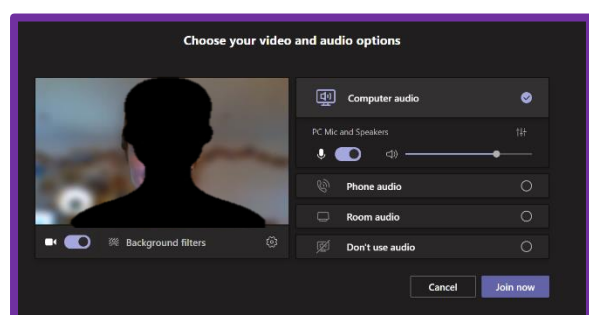
Setting up a Live Lesson

1. Invite students by adding the relevant class/team through **channel A**



2. Click 'Meeting Options' **B**. The following settings **must be applied**:

1. Who can bypass the lobby? Select 'only me'
2. Announce when callers join or leave. Select 'yes'
3. Who can present? Select 'only me'
4. Allow attendees to unmute. Select 'No'.



5. When you join the meeting, blur your background or apply a blank filter by selecting 'Background Filter'



Reference Documents and Videos

Staff

1. Introduction to Teams (including how to set assignments):

<https://web.microsoftstream.com/video/5e805339-e1b3-402e-a7c3-f6164c84578f?list=studio>

All other support materials and videos are saved here (please note that the guidance here may supersede some of the initial guidance at the time it was originally given:

https://teams.microsoft.com/_#/school/files/General?threadId=19%3A30700883a35746c080eaa59310e1f91c%40thread.tacv2&ctx=channel&context=All%2520Blended%2520Materials&rootfolder=%252Fsites%252FTeachingLearning%252FShared%2520Documents%252FGeneral%252FCPD%252FAll%2520Blended%2520Materials

Students & Parents

2. All information and support materials: <https://www.corecity.academy/home-learning-support/>

Home learning information and timetables: <https://www.corecity.academy/home-learning-timetables/>

How to access equipment: <https://www.corecity.academy/online-support-equipment/>

Guide to using Teams: <https://www.corecity.academy/wp-content/uploads/2021/01/Logging-Into-Teams-Handout-2021.pdf>

Log in details: <https://www.corecity.academy/0006-2/>



Code of Conduct

Pupils agree to follow the academy code of conduct at all times while engaging in remote learning. In particular, pupils

1. will not share their username or password with any other students
2. will engage politely and respectfully with staff and other pupils at all times
3. will post content in the chat and on the message board that is related to learning only

Pupils participating in live sessions agree to;

1. attend sessions punctually
2. keep camera off at all times, and 'raise hand' to request to unmute only when you have a question to ask
3. sign in from your school account, using your full name – names that your teacher doesn't recognise and guest accounts will not be admitted to the session
4. attend all live sessions from a suitable location
5. dress appropriately for all online lessons (school uniform does not need to be worn)
6. post content in the chat that is related to learning only

In the interests of safeguarding students and staff, all sessions will be recorded.

Parents and carers will;

1. provide a quiet space and appropriate IT as far as is possible, or request support from school if the relevant IT is not available.
2. ensure pupils and students are engaged and ready for learning
3. feedback any safeguarding concerns immediately to the school's DSL or Headteacher

Pupils who do not adhere to this code of conduct will be subject to escalating sanctions.