

# Remote teaching and learning September 2020



**Learn Achieve Develop**

## Headmaster's welcome



Welcome to this updated edition of our guide to remote teaching and learning. The first edition was produced early in the Summer term 2020 as we moved to remote teaching and learning as a result of the enforced closure of our sites after the initial outbreak of coronavirus (COVID-19).

Whilst we have been delighted to reopen the School for all boys in all year groups from September 2020, our aim remains to promote the safest possible environment for all of those within our school community and to maximise all boys' attendance in school for as long as possible. It seems likely that at some point during the current academic year, at least some boys will be required to switch back to periods of remote teaching and learning during a period of self-isolation.

Boys, staff and parents learned a great deal during our initial period of remote teaching and learning and that will stand us in good stead should it be necessary to revisit those conditions. Our experience showed us that the following worked particularly well:

### **Structure**

This year's school timetable has been designed so that it can flex between on site and remote teaching and learning.

### **Interactivity**

Whilst it is not practical, desirable nor fully effective educationally for all learning to be conducted via Microsoft Teams, this software clearly has an important role to play in supporting boys' academic progress and wellbeing. It is important that all of the necessary safeguards are in place and followed in relation to live online lessons.

### **Variety**

There is no single form of delivery communication or task that meets all boys' learning needs all of the time. Just as in the classroom, the art of the teacher is in judging the approach and resources needed to support boys' learning and motivation.

### **Feedback**

Whilst a great deal of immediate and specific feedback can be offered verbally in school, this can be challenging to replicate in some aspects of remote teaching and learning. Its delivery and boys' responsiveness to it remains a key aspect of successful learning.

We remain committed to fulfilling our school aims to their fullest possible extent during these times. Thank you for your continued support. If at any point you have any concerns regarding your son's academic progress or wellbeing, please do not hesitate to contact, in the first instance, your son's form tutor or class teacher.

With all best wishes

**D J Tickner**  
**Headmaster**

## Pastoral

The School's safeguarding and pastoral care systems continue to operate through the period of remote teaching and learning. Our **Safeguarding and child protection policy** is available via the policies section of the parent portal, accessed via the School's website. An **Appendix** has been added to this policy specifically to cover the safeguarding provision during this period of learning at home.

For boys, the main thing to know is that there are teachers and others in School that they can talk to regarding any concerns they may have.

### Who can help?

Form tutors at the Senior School and class teachers at the Junior School are usually the best people to share any issues with initially. Boys and parents can ask them if they have some time when you can speak with them on the phone or via Microsoft Teams.

Senior Tutors (in the Senior School) and Assistant Heads (in the Junior School) are also able to help.

The School has a number of teachers with special training in dealing with safeguarding, child protection and other difficult issues. These include:

- Mr Graeme Hallam (Designated Safeguarding Lead)
- Mrs Tracey Innes (Senior School)
- Miss Tiffany White and Mr Owen Spinks (Junior School)
- Mrs Sian Woosnam and Mrs Joanne Ferry (Early Years)

**Guidance counselling** will continue to operate remotely throughout this period of remote teaching and learning. All boys can access the School's guidance counsellor, Mrs Anne Simpson. She is an independent listener and can be reached initially via e-mail at [anne@autismdimensions.co.uk](mailto:anne@autismdimensions.co.uk)



## Who can you talk to out of school?

For many issues, boys will, of course, be able to speak with their parents or other family members. You may also make an appointment to see your GP, who should either help you directly or put you in touch with someone who can. There are many organisations that offer counselling or guidance in person or on the phone.

You can also contact:

Childline	0800 1111
NSPCC	0808 800 5000
The Samaritans	08457 909090
Talk to Frank	text 82111
Police	101 or 0300 123 6600

If something has happened online which has made you feel scared or worried, report it to CEOP at <https://www.ceop.police.uk/ceop-reporting/>

## Staying connected

Staff will keep boys informed about a range of opportunities to be involved in school life beyond the curriculum.

Our usual full range of clubs and societies are not be able to run as normal although some are able to operate remotely. There will still be **house competitions, challenges and opportunities** to collaborate in ways that are creative and fun. There will also be **online assemblies** celebrating boys' achievements.



In line with the recommendations from the World Health Organisation, the School believes that all boys should try to achieve **at least 60 minutes of moderate to vigorous physical activity daily**. This activity can include general play, games, sport and recreation, or planned exercise. Keep an eye out on our social media accounts for ideas and activities.

# Academic

## Senior School

- In the Senior School, a four-period day structure is in operation with each lesson accounting for 1 hour and 20 minutes, often in a longer window to offer some flexibility. There are broadly two morning and two afternoon sessions, along with a tutorial slot built in at the start of each day. **The aim is that each boy should be fully engaged whilst recognising that the needs and circumstances of individual boys may be very different.**
- In Years 7 to 9, the timetable delivers all subjects on the regular curriculum, including the core of English, Maths and Sciences, along with other subjects interspersed. The homework timetable provides a structure to the issuing and recommended duration of consolidation or extension tasks, and the *Show My Homework* platform allows for the distinction between any 'classwork' and 'homework' set in each subject. The tutor period offers the opportunity to focus on physical health, emotional health and general wellbeing, as well on supporting with organisation and work management.
- In Years 10 to 13, the timetable covers content relevant to GCSE, A level and other relevant qualifications. As above, the *Show My Homework* platform allows for the distinction between any 'classwork' and 'homework' set in each subject. The tutor period offers the same essence of support as above, in addition to focus on UCAS applications, enrichment provision and extension opportunities.



## Junior school

- In the Junior School, a similar structure to the Senior School is in operation with a broad, three-period a day structure including some Maths and English each morning followed by humanities, Science, computing, sport, music and art in the afternoon. Further remote learning includes reading and spelling tasks, and further physical activity. Additional enrichment activities are added weekly to allow boys the opportunity to choose an activity that they would like to complete independently.
- For boys in Nursery and Reception, there is no formal timetable in operation. Instead a more flexible and bespoke approach is tailored to the needs of the boys in those year groups and delivered mostly through *Tapestry*.

## Whole school information

- Each day has **form tutor (Senior School) and class teacher (Junior School) slots** built into the timetable. Each boy will have the opportunity to take part in at least one live session per week with his form tutor or class teacher.
- Provision will be adapted to boys' needs as best as possible, making reasonable adjustments to ensure the work is accessible to all boys, including those with specific learning needs. Differentiation may be achieved through task setting and appropriate grouping for live lessons.
- Feedback for completed work will be delivered in line with the School's **Written feedback policy** and usually provided via *Show My Homework*, e-mail, OneDrive, Microsoft Teams or *Tapestry*.



## Remote learning and Microsoft Teams

An integral part of remote teaching comes in the form of video and live sessions with the boys, alongside the means to provide appropriate and frequent feedback on material covered or subject content completed. The use of the **Microsoft Teams** platform, which is available as part of the Microsoft Office 365 suite that all boys have access to through their school account, allows for all of these functions to be achieved.

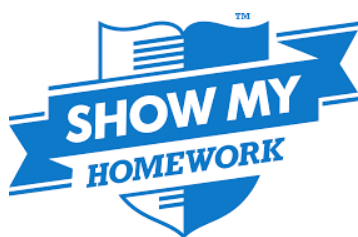
Teams allows a variety of Office 365 applications to operate in one centralised hub, including:

- Calendars and meetings (Outlook)
- Create, share, edit and find content (SharePoint, OneDrive and OneNote)
- Call and meet team members (live sessions)
- Messaging function within the group



Teams can be accessed via the Office 365 online browser, or you can download the application onto your desktop. Each class in school has a Teams group set up for it, with invitations to boys to join these groups being sent out to the boys' school e-mail accounts over the first few weeks of term to allow them to join. As before, meetings can also be set up and invitations issued via an e-mail link, or included into the calendar on Teams and accessed by clicking the 'join' tab.

Additional functionalities, including conversations and messages via the 'chat' tab, shared files and notes (via OneNote), are available and will be introduced or refreshed to each boy in the early stages of the Autumn term. In order to familiarise with the software, follow this [link](#) to a short video introducing Microsoft Teams in an educational setting. A brief tutorial on the basic use of Teams for students is available by following this separate [link](#).



During any period of remote learning, this platform will be used in conjunction with the existing *Show My Homework* platform which remains the default for setting work and issuing resources. The two work well together to provide a more rounded learning experience for the boys.

# Guidance

## Pupils

### Your lessons

You should expect a combination of live lessons using Microsoft Teams and lessons where your teachers provide you with learning tasks and activities. It is recommended that when tasks and activities are set that, whenever possible, you complete them within the timetabled period.

Please ensure that, when involved in live lessons, you:

- Ensure that the location from which you join lessons is appropriate and that the environment supports your learning.
- Join lessons fully prepared. Check *Show My Homework* and Teams invitations for any resources shared ahead of lessons. Try to join lessons a few minutes before they are due to begin so that everybody's time can be used as productively as possible.
- Use Microsoft Teams considerately, courteously and responsibly. This supports your and others' learning. The values and behaviours expected of boys in online lessons are the same as in school.
- Give lessons your full attention. Be ready to answer questions that are directed to you. Do not listen to music during lessons and ensure that all other social media and their notifications are switched off. Boys must not record or capture images of other boys or staff during online lessons. Recordings of live lessons will be made available to boys by staff where this supports learning. Live or recorded lesson content and footage must not be posted or shared publicly.
- Ensure your camera is switched on throughout a lesson unless otherwise requested by a teacher or member of staff. This helps you to focus and is helpful in giving teachers and others important visual information about your learning and progress.
- Ensure your microphone is muted when the teacher or others are talking.

Just as in school, it is really important to support your learning that you do your best to act on the feedback provided by your teachers' and others.

Please remember that teachers and other staff will routinely record online lessons and interactions and the School can access the information shared within Microsoft Teams chats.

It is recommended that you do not use technology between lessons. Take breaks, stretch your legs and stay hydrated. Use time during lunch breaks and after school to catch up and socialise with friends. This is important too.



## Learning beyond lessons

Teachers will have high expectations of you in terms of the personal responsibility you take for your learning.



- Teachers will be posting all information relating to your learning on *Show My Homework*. It is your responsibility to check this, along with your Microsoft Teams post thread and school e-mail regularly, and certainly ahead of the start of each school day.
- If you have any concerns about your learning within a subject, your subject teacher is your first port of call, followed by your form tutor.
- Communicate clearly with teachers if you are struggling with the work within a subject.
- If things are becoming overwhelming, speak to your form tutor or class teacher in the first instance.
- If you are genuinely worried about a fellow pupil, then do raise this concern with a member of staff, initially via e-mail.
- Equally, recognise that managing a variety of questions online can present some challenge for teachers. Just as we would expect in a lesson, if you have been asked to read instructions or background material then you must do so prior to asking questions.
- As ever, it is important that work is submitted by the deadline communicated on *Show My Homework*. You should expect us to be in touch if you are failing to submit work regularly.
- Communicate early if, for whatever reason, you are not going to be able to meet deadlines.

## Parents

We are aware that supporting children with their learning at home can be challenging.

Your son will receive a combination of live lessons via Microsoft Teams as well as learning activities and tasks set and communicated predominantly via *Show My Homework*.

- Please help your son to develop routines during term time. There is a timetable to help to structure and co-ordinate his learning. Where live lessons are being delivered via Microsoft Teams, boys should log in and be ready to join a few minutes before the session is scheduled to start.
- Boys should be learning in an appropriate location that is as free from distraction as possible.
- Where a phone is not essential for accessing lesson content or material and to avoid distraction, it may be better for boys to only have access to phones during extended breaks.
- For some of the youngest boys, it may be helpful for parents to support them with the management of tasks that have been set for them on *Show My Homework*.
- If you have any concerns about the wellbeing of your son, please contact his form tutor (Senior School) or class teacher (Junior School) as the first port of call.



## Staff

- Lessons will be a combination of live interaction between boys and staff via Microsoft Teams, and those where boys are accessing prepared learning material, activities and tasks as directed by staff.
- Be conscious and mindful of the fact that each boy will be accessing learning from a different setting and that individual circumstances can vary and change due to family commitments, parents' working patterns, health issues, religious observance, etc.
- Boys' live online interaction with staff and with their peers really supports their learning and wellbeing.
- Use Microsoft Teams for all live lessons. It is good practice to include a variety of activities and tasks in any lesson or session. Information, instructions and resources for boys should all be posted on *Show My Homework* or *Tapestry* prior to the start of a session.
- All live lessons should be recorded. Please remind boys that you will be recording lessons and let them know where and how they can access the recorded content to support their learning.
- The School's [Behaviour management policy](#) should continue to be applied. Be ready to reward academic progress and character development including through the use of house points.
- Just as preparing and delivering remote lessons can take longer, some boys will find that activity or task completion takes them longer away from school. Be mindful of the amount of work that you are asking boys to do and differentiate tasks and activities where it is necessary or helpful.
- Please finish lessons promptly to allow boys access other learning and lessons.
- For each of your classes, please be clear and consistent in how you expect them to submit work. Please ensure that all boys are comfortable with the agreed method of submission. It can be helpful to give boys an indication of the kind of feedback they can expect.
- Feedback is an essential part of the learning process. Whilst remote teaching and learning affords less opportunity for immediate verbal feedback, please ensure that you apply the principles set out in the School's research-informed [Written feedback policy](#).
- If you are concerned about an individual boy's academic progress or wellbeing, please contact his form tutor, class teacher or another member of staff as appropriate.