

Darwen Vale Remote Learning Policy

Rationale

(overview of Online provision, ways of working and setting of work to be completed & associated monitoring documents)

Aims (why)

- To provide a comprehensive online provision for all Darwen Vale pupils
- To provide a standardised procedure so all stake holders are aware of responsibilities in terms of setting up lessons, delivering lessons and setting work for remote learning.
- To provide Online provision to enhance current remote learning, ensuring learners have a full suite of learning and a bespoke diet for pupils who have taken their options.
- To continue to use our best endeavours to support all stakeholders in using best practise in making the remote educational offer of high quality.

(Who)

- Year 11 to be given a full remote online timetable consisting of 5 periods a day (+ P6 Mon, Wed & Thurs) as per normal school
- Year 10 to be given a full remote online timetable consisting of 5 periods a day (+ P6 Mon, Wed & Thurs) as per normal
- KS 3 to be given full timetable via remote TEAMS lesson as per school timetable
- Pupils without available technology to access work through collation of work packs

(What)

- All pupils in all year groups to have access to full provision throughout lockdown
 - This consists of full school timetable delivered by teachers through TEAMS
 - Pupils without provision to access work through the school website directed by the relevant Director of Progress / AHOY

(where)

- Timetable sent to all pupils
- Timings of day on school website
- Pupils can access school day from TEAMS calendar
- Additional information found at Jan reopening section of school website + hyperlinks throughout document.

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Procedure

This section highlights how lessons should be set up, communicated with stakeholders and the monitoring of returned pupil work.



Setting up of Online lessons via Microsoft TEAMS.

- Each week lessons for the following week need to be set up on Microsoft TEAMS
- The lessons need to be set up in a way in which they populate the pupils calendar in TEAMS
- There are two ways in which to set up these lessons.
 - As a meeting
 - How to set up a [meeting](#)
 - As a live event
 - [Live event CPD](#)
 - All year groups
- Online lessons are 60 minutes long. All work needs to be completed within this timeframe
- A minimum of one piece of work should be requested to be returned to staff each week.
- The work requested should ideally be as a Microsoft Form as these have the highest rates of engagement.

Style of lesson

- Each online lesson should take approximately 55 minutes
- For all year groups all content, including pupil work should be completed within this timeframe

Work Requests – MS FORMS

- There should be a requirement that one piece of work is returned on a weekly basis for teacher assessment
- The preferred method is to use Microsoft Forms ([See Guide](#))
- Additional information from T&L Briefing
 -  [Teaching & Learning - MS Forms FAQs for Assessments.wmv](#)
 -  [Teaching & Learning - MS Forms FAQs for Assessments.wmv](#)
- Century can also be used as a method to engage pupils with remote learning and used as submitted work (See Guide)

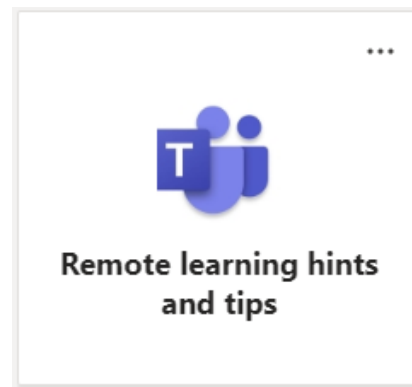
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A Consistent Approach to Questioning in Online Learning.

- The types of questions provided below will allow us to question the students in a way that is far more similar to how we would in our regular classroom practice. In the interest of consistency, these are the approaches that we would like you to use. I have provided a link to a past teach like a champion blog that shows these strategies in action.
- <https://teachlikeachampion.com/blog/means-of-participation-online-with-ben-esser/>

Type of Question:	Instructions for Students:
Speed Question	If the teacher says speed question then your aim is to be the very first one to correctly post your answer into the chat bar
Wait Question	If the teacher says wait question wait until they say, "Go!" Once you get the signal you will need to enter and then post your answer into the chat bar. You will be given time to think.
Verbal Answer	Your teacher will ask you to use the hand up button when it is time for you to answer the question that's being asked. The teacher will call you by name and will give you permission to temporarily unmute yourself, so that you can answer the question.

For more hints and tips on using Teams and all up to date information please look on the Remote learning hints and tips group in Teams



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Attendance – recording

- Attendance reporting is paramount to ensuring maximum engagement as it allows for targeted intervention of pupils no engaging and highlights any technical or further issues the stakeholder could be experiencing.
- Attendance at online lessons should be recorded during or immediately at the end of the lesson on the tracker documents
 - The links are sent via email every Friday from Janet Taylor for the following week
- Work submission should be recorded on a weekly basis
 - For all year groups this should be done by the close of play Friday for the prior week.
- The following codes are the only ones to be used
 - / Present for all lesson
 - N Not present for lesson
 - No Lesson Lesson cancelled
 - Core PE Core PE Lesson
 - The Pastoral and Attendance Team will update any other codes
- Attendance and Pastoral team pick up non-attendance as per protocol [Sheet](#)

Accessing Online lessons (Equipment)

- Lessons should be accessed through the use of MS Teams
- This can be done through PC, Laptop, tablet or smart phone
- If the pupil does not have the necessary IT equipment, then access to work through the website communicated by the relevant Director of Progress / AHOY
- A list of devices the pupil has access to is listed on the attendance sheets referenced above.

Broadcasting a lesson to pupils – This is a more detailed guide to the outline given prior in the document

All lessons to be set up and broadcasted through TEAMS using either a TEAMS meeting or a Live Event

- TEAMS Meeting
 - This can either be set up through the TEAMS section or through the calendar
 - Through TEAMS - recommended

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- Click on the TEAM
- Click on the meet now icon at the bottom
- Click on schedule a meeting
- Complete the section including the required attendees (eg DV_Year7) this will send an email and populate the pupils calendar
- Through the Calendar – This way the meeting will not be in the TEAM thread
 - In the calendar click on the time period you want the meeting
 - Complete the form ensuring you complete the section including the required attendees (eg DV_Year7) this will send an email and populate the pupils calendar.
- Either way this meeting should now be emailed to all pupils and posted as homework in Class Charts.
- Live events
 - In calendar click on drop down arrow next to new meeting at the top right of the screen
 - Select live event
 - Complete the form ensuring you add producers or presenters if required
 - Click on PUBLIC – wide then ensure Q&A is ticked in the teams section.
 - Click schedule event then ensure you copy *'get attendee link'*
 - This link should be pasted in the thread of the TEAM, on class charts and emailed to all pupils, half an hour before the lesson begins.
 - When posting on class charts, email or TEAMS thread then the hyperlink should be called *'subject' live lesson*
- ALL LESSONS NEED TO BE SET UP THE FRIDAY BEFORE THE FOLLOWING WEEK, ALL LINKS TO LIVE EVENTS SHOULD BE PASTED AS A HYPERLINK ON THE ONLINE SCHOOL TIMETABLES.

Stakeholders

Subject leader

It is the responsibility of the subject leader to ensure the following

- Lessons are posted on TEAMS in a timely fashion
- Teachers are scheduled to deliver the lessons
- QA of the lesson takes place to ensure they are of an acceptable standard
- A record of attendance is kept, or accessible, to ensure a record of work missed

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- This record to be used to ensure any Gaps are filled as soon as is reasonably possible
- Ensure the online timetable is completed in a timely fashion
- Complete all aspects of the online attendance checks

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Teaching Staff

It is the responsibility of the member of staff to do the following

- Lessons are posted on TEAMS, emailed to the relevant cohort and posted on class charts in advance of the lesson
- Deliver a full 55-minute lesson via TEAMS using either meetings or live events
- A record of what has been delivered is documented
- A record of who has attended is documented
- A record of Gaps to be filled is documented
- At least one piece of work is submitted for marking each week
- Attendance record for class is completed
- Complete the online timetable by the Sunday evening to ensure it can be distributed across all stakeholders on Monday morning.

Pupils

It is the expectation that pupils will

- Make every effort to attend all online lessons
- Should you not be able to attend you will make every effort to copy up the missed work
- If you have any issues around technology you should contact

Remote education: overarching principles

- Curricular alignment: remote plans follow precisely the same sequence as face-to-face enactment of the curriculum.
- High quality resources that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps (avoiding longterm project type tasks). This includes the use of videos and nationally produced resources such as the Oak Academy resources.
- Feedback and assessment of learning should remain regular, in line with normal curriculum expectations,

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- As teachers you still need to be identifying gaps in students learning and using the DDi and T&L techniques you would normally use in a lesson e.g. mini whiteboards, polling the room, exit tickets.

Diagnostic Task Examples – ways to find the gaps in remote learning

Classroom diagnostic task	How it can be adapted online
<p>Aggressive monitoring (Agmo): Used for independent student tasks. Staff circulate the room to check students' work as they complete it, determining whether they're learning what has been taught. This is done by pre-planning a monitoring pathway based on student ability, naming each lap of the room with clear instructions to students on what you are looking to see in their work and marking student work and a staff tracker with a simple code. Staff can use their tracking to revisit students with errors and close the loop.</p>	<p>We may not be able to physically circulate round a classroom. But we can still make our students aware of what we are looking for through providing 'laps' that have strict time limits applied to them.</p> <p>Instruct the students to copy their answers into the chat bar and record any successes/misconceptions in your AGMO books. The chat bar also provides a great way of quickly identifying any quick fix misconceptions - which can be remedied in the moment. Just like we would in a normal classroom!</p>
<p>Checking for understanding (CFU): Used to check across a whole class to see if all students have understood. Staff display a question on the concept taught and ask all students to participate in a response using a visible tool, for example an answer written on a mini-whiteboard, spot the error, moving around the classroom to 'true'/'false' areas, a voting tool such as RAG cards, or multiple choice questions. These are quick 'in the moment' tasks and are then used to target the error by using students with correct answers to unpack misconceptions for those who have not yet understood.</p>	<p>We will get more and more sophisticated with this as time goes on, but as it stands there are a number of ways that we can still check for understanding:</p> <ol style="list-style-type: none"> 1. Use the chat bar for students to enter their answers – this is particularly great for Exit Tickets and mini plenaries; 2. Use a Microsoft Form; 3. Mark any longer extended pieces of work that sit within the school's marking and feedback policy and provide next step questions/tasks to close any gaps;

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	<ol style="list-style-type: none"> 4. Verbally ask targeted questions. It may be appropriate on occasions to ask some students to unmute themselves so they can answer a question. 5. Use Kahoot!
<p>Do Nows: Used to check understanding on recent or retrieval topics and to settle students into a lesson. Used at the start of a lesson for 5 – 10 minutes. Questions are displayed on the board or on a print out and students complete independently. Questions are planned to be accessible independently but embed prior learning, including highlighting any misconceptions that were previously an issue. Solutions should be given at the time and errors collectively fixed before moving on.</p>	<p>Online Do It Now Tasks should allow the students to engage with the learning as soon as they logon. Please have these ready at the start of your sessions just like you would have in a normal classroom situation.</p>
<p>Questioning: Used to find out what students already know and then scaffold the development of their understanding to enable them to meet the learning goals. They add challenge and rigour and develop enquiring minds. Questions should be specific, targeting to individuals and open where possible, focussing on the ‘why’ not just the ‘what’. Different questioning methods can be used to ensure all students benefit including: turn & talk (think-pair-share), no-opt out, stretch it, universal prompts, call and response and cold calling.</p>	<p>Please see the guide to questioning – which has been provided earlier in this handbook.</p>
<p>Exit Tickets: Used to check student understanding and articulation from the lesson. Students are given a blank piece of paper or quick prompt questions. Students either write down what they have learnt that lesson or answer the prompts and submit them before leaving the class. Staff use responses to plan future teaching.</p>	<p>Exit Tickets are another great way of keeping DDI live whilst we are in the world of online teaching and learning and are really, really easy to do.</p> <p>Whether you use numbers or letters, it doesn’t really matter; all that matters is that the students indicate to you in the chat bar the answer that they think is correct to the question that you’ve asked them. From this you can determine where understanding/misconceptions lie and these can either be fixed there and then or can help to inform any reteach opportunities.</p>

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Regular quizzes: Used to check if students have understood key concepts taught over recent lessons. Staff create a short quiz that focusses on the most important ‘hinge’ ideas or questions from the last week or fortnight/mini unit. Students peer mark these, staff check through the outcomes and students are given either a ‘re-teach’, ‘remedy’ or ‘stretch it’ challenge task the next day. Address misconceptions before they attempt these new tasks. For maximum impact these follow a routine such as ‘every Friday is quiz day’ to encourage student independent preparation and ownership of their progress.

These can be conducted much in the same way that has been described above for Exit Tickets but can also be delivered through Microsoft Forms and even extended answers on a Word document.

Either way (and these are not the only ways!) the important thing is that our quizzes have a purpose – which put simply is to identify where learning has stuck and also to identify where gaps exist and what needs to be retaught.

Online Behaviour

Pupil expectation/code of conduct for remote learning

Rules regarding technology

- I will only use school technology for school purposes as directed by my teacher.
- I will only take part in ‘live’ streaming if an adult knows that I am doing it.
- I will not reveal my passwords to anyone.
- I will be responsible for my behaviour and actions when using technology (Microsoft Teams and Other interactive applications), this includes the resources I access and the language I use.
- I will make sure that all my communication with students, teachers or others using technology is responsible and sensible (Classroom Language).
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher or my parent.
- I will not share resources or videos created by my teachers with anyone who is not a pupil or member of staff at Darwen Vale
- I will not record or take photos of my classmates or teachers during a face-to-face session.
- I will not share any school content on social media platforms

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- I understand that when using Microsoft Teams and other applications provided by the school that my use can be monitored and logged and can be made available to my teachers.
- If audio/video conferencing is used, I understand that this might be recorded by the teacher only in order for this to be forwarded to any pupil who missed the live conferencing.
- I will continue to follow the rules regarding my use of technology as outlined in the school's online learning policy which is in the school's behaviour policy
- I understand that these rules are designed to help keep me safe and that if they are not followed, school sanctions will be applied and my parent may be contacted.
- When participating in an audio or video conference on Microsoft Teams, or any other video conferencing software, remember that this is an extension of the classroom and you should conduct yourself as you would when on your best behaviour in a classroom.
- If it is reported that you are not meeting our expectations in relation to online learning then you will receive a warning about your behaviour. Further problems may result in you being removed from online platforms and having to complete work in written workbooks.
- My Avatar (Should I have one) is appropriate for school.

This includes:

- Be on time for your interactive session
- Be dressed appropriately for learning (e.g. no pyjamas)
- Remain attentive during sessions
- Interact patiently and respectfully with your teachers and peers
- Provide feedback to teachers about your experiences and any relevant suggestions
- Video conference from an environment that is quiet, safe, public and free from distractions.
- You **MUST NOT** record each other's online interactions. If the lesson is to be recorded, this will be done by the teacher.
- Make sure you end the session as soon as the teacher indicates to do so and do not stay in the session after the teacher has left.
- You should not attempt to mute or 'kick out' any members of the lesson/live event.

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General Rules and Guidelines

1. You should follow your timetable for lessons
2. Please complete tasks as they are set for each lesson. Please ask teachers questions during the lesson or through email if you are struggling with anything.
3. As soon as you have completed each task, please indicate this to your teacher.
4. Please submit all pieces of work on time.
5. Failure to complete your work will result in your form tutor and parents being informed and you may be suspended from online work platforms.

Timetables

- All Pupils follow the standard year 10 & 11 school day as highlighted below.
- Period 6 is still running for years 10 & 11

Lesson	Form	P1	P2	Break	P3	P4	Dinner	P5
Time	8:45	9:15	10:15	11:15	11:30	12:30	13:30	14:00