

## All Saints' policy for teaching and learning during partial or total school closure

### Introduction

OLoL CMAT schools are now fully open to all pupils and operating a full timetable of lessons.

Should any pupil test positive for Covid All Saints' Catholic Academy will provide any work via Teams but not on-line if the pupil is unwell. Should any pupil be off for a period of isolation with or without Covid but are fit and well, parents may contact the school to request access to 'on-line' lessons; it will be at the discretion of All Saints' Catholic Academy as to the number and frequency of on-line lessons that can be provided during the pupil's absence.

In the case of any future lockdowns, where All Saints' Catholic Academy is required to fully or partially close, staff will revert to the timetable as set out in this Remote Learning Policy.

### Background

This policy is designed to clarify arrangements for providing a quality education for students in the event of a partial closure of All Saints' Catholic Voluntary Academy to certain year groups, possibly due to isolated confirmed cases of Covid-19, or a full school closure in response to a larger outbreak or cluster of cases affecting a larger number of staff and students. The principal aim of the school is to protect the safety and wellbeing of students, whilst also being fully committed to providing a broad, balanced and engaging curriculum for our students, involving face-to-face contact with teachers wherever possible, recognising that this is the most effective way to support learning. The school will be guided by the Government's Covid-19 contain framework (Refer to appendix 1), should the number of cases rise to an extent where the school would need to change the arrangements for delivering education to our students. This framework identifies four tiers of response, which escalate as the number of local cases of Covid-19 escalates. The table below clarifies the provision All Saints' will deliver in response to each tier of the Government framework.

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

**Table outlining school provision at each tier of the Covid-19 framework**

<b>Tier of Contain framework</b>	<b>Government advice</b>	<b>School provision</b>
<b>1</b>	<p>The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p> <p>All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.</p>	<p>All Saints' Catholic Voluntary Academy will be open as usual and students in all year groups are welcome to attend school. School policies regarding health and safety (including the specific Covid-19 risk assessment), behaviour and adaptations to the school day will be adhered to.</p> <p>Students will receive their normal timetable and will access all of their lessons.</p> <p>Work will be provided through the school VLE for students who are self-isolating. This will be located on the VLE under the file entitled 'Work for students who are self-isolating'. There will be a file for each year group.</p> <p>This will be updated each week. Students will be asked to demonstrate that work set has been completed during self-isolation. This could be shown in exercise books or be sent electronically to the teacher.</p>

		Students in self-isolation can contact their teacher, using their school e-mail address, if they need to ask for any support or clarification with work set.
<b>2</b>	<p>Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.</p> <p>In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p>	<p>In this scenario, school would remain open each day for vulnerable students and key worker children. These students will access their timetabled lessons as normal, however if they are in a year group where the rest of students have been asked to work remotely from home, students will access lessons via Microsoft Teams in a key worker / vulnerable group bubble.</p> <p>The school would remain open for certain year groups on rotation and this will be based on factors including examination years, staffing to student ratios and positive cases of Covid-19. The weeks that individual year groups would be expected to attend school will be clearly communicated via Insight and letter.</p> <p>When year groups are invited into school, they will receive their timetabled lessons, however the organisation of those may be adjusted to support the delivery of the rota system.</p> <p>Year groups who are asked to stay at home will receive their lessons remotely via Microsoft Teams. Advice on how to access Microsoft Teams can be found in the appendix of this policy. They would receive lessons that match up with their usual timetable. Remote lessons will be delivered by a student's normal class teacher but there may be occasions where another subject specialist will have to teach the lesson.</p> <p>Students may be asked to send in work electronically for the teacher to mark and this should be provided using the teacher's school e-mail address. Students are welcome to ask questions about the work set using the teacher's school e-mail address. All lessons will be recorded so students who cannot access the lesson 'live' can do so at a later time. All relevant lesson resources will be saved in clearly labelled files each week on the school VLE, so students can access supporting information at any time.</p> <p>If there are suspected or confirmed cases within a year group bubble, a specific year group may be asked to stay at home. This will be clearly communicated by the school with a decision taken in conjunction with Public Health England. In this scenario, lessons will be delivered remotely via Microsoft Teams until the time that students in this year group can safely return to school.</p>
<b>3</b>	<p>Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.</p>	<p>In this case, school would be open to only vulnerable children and children of key workers and the designated year group identified by the Department of Education. These students will be able to access lessons via Microsoft Teams within school. They will receive the same learning content as students who are being educated at home. Students who normally have TA support in school will receive educational support, although this may be in an alternative format.</p>

	In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.	<p>All other students would receive lessons remotely via Microsoft Teams. Students will receive all lessons on their timetables from a subject specialist, however this may not be delivered by their usual class teacher.</p> <p>Students may be asked to send in work electronically for the teacher to mark and this should be provided using the teacher's school e-mail address. Students are welcome to ask questions about the work set using the teacher's school e-mail address. All lessons will be recorded so students who cannot access the lesson 'live' can do so at a later time. All relevant lesson resources will be saved in clearly labelled files each week on the school VLE, so students can access supporting information at any time.</p>
4	<p>All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.</p> <p>In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p>	<p>In this case, school would be open to only vulnerable children and children of key. These students will be able to access lessons via Microsoft Teams within school. They will receive the same learning content as students who are being educated at home. Students who normally have TA support in school will receive educational support, although this may be in an alternative format.</p> <p>All other students would receive lessons remotely via Microsoft Teams. Students will receive all lessons on their timetables from a subject specialist, however this may not be delivered by their usual class teacher.</p> <p>Students may be asked to send in work electronically for the teacher to mark and this should be provided using the teacher's school e-mail address. Students are welcome to ask questions about the work set using the teacher's school e-mail address. All lessons will be recorded so students who cannot access the lesson 'live' can do so at a later time. All relevant lesson resources will be saved in clearly labelled files each week on the school VLE, so students can access supporting information at any time.</p>

### Protocol for on-line remote lessons

#### Students will:

1. Be appropriately clothed – not in nightwear etc.
2. Be in a communal area of the house, e.g. lounge, dining room, kitchen.
3. Have appropriate equipment required.
4. Join 1 minute before the start time – the Teacher will admit the student as soon as they are ready.
5. Only contact teaching staff via the student email address with questions about the work or to submit work that has been specifically requested by the teacher.
6. Students will not save and upload resources to any other online platform or comment on the resources provided on a public platform. Any behaviour that contravenes this expectation, will result in students having access to remote learning opportunities removed and the Behaviour for Learning Policy applied where appropriate.
7. Students should use the chat function within the subject groups on Teams to ask any questions they have, relevant to the lesson activities in that academic week. Questions must be focused on the learning activities and any

use of chat function on Teams to make inappropriate comments, will not be tolerated and will result in the removal of students from remote learning activities. The Behaviour for Learning Policy will be applied where appropriate.

8. Students must only use the subject Teams groups to communicate with teachers about the learning activities set. Teams groups facilitated through All Saints' are not to be used as a social media platform under any circumstances.

(If the teacher has any concerns that any of the above are not in place, they will end the session with immediate effect)

9. Given that the remote learning approach has been used before and students should now be familiar with the procedures, it is expected that students send in work to be assessed when a teacher requests this. Access to school rewards at the end of the year, including the end of year leavers package for Year 11 students, is linked to attendance to lessons delivered remotely and to the appropriate completion of work when set.

Parent(s)/Carer(s) will:

1. Receive a letter/email asking for their consent to allow their child/ren to take part in the on-line group session.
2. Be asked to read a copy of Our Lady of Lourdes safeguarding policy, this can be found on the All Saints' school website. There is an 'Addendum' to the Safeguarding policy in place for the current school closure and this can also be found on the above website.
3. Contact the Head Teacher and schools Senior Designated Safeguarding Lead (DSL) within 28 days of the lesson taking place if they have any concerns about the lesson or M. Dales (Trust Safeguarding Lead)  
m.dales@lolcatholicmat.co.uk
4. Ensure that consent has been given in writing where no parent(s)/carer(s) will be present for on-line remote group sessions; this is for any pupils under the age of 18 and who attend Secondary school.
5. Be responsible for the behaviour of their child during the on-line remote session.
6. Regularly check in with their child whilst they are accessing the live lessons, to ensure they are using Teams in an appropriate manner.
7. Speak to their child about appropriate conduct regarding the use of Teams and explain the importance of participating in those lesson to support their progress
8. Not make any negative comments on group 'chats' or other social media platforms. Any concerns should be raised separately with their child's head teacher.
9. Need to contact school, as soon as possible, if your child does not have access to a computer and / or internet access. This will allow the school to arrange for work to be sent via alternative means.

Staff will:

1. Arrange the lessons in advance and create the meeting in relevant system (Microsoft Teams Calendar). Another staff member should be invited to the meeting, either on a group basis, or individual staff member
2. Change the meeting details to only allow the host to present.
3. Any safeguarding issues arising during the session will be shared with the schools DSL and Headteacher; teachers reserve the right to terminate the remote group sessions for safeguarding or behaviour concerns.
4. Be appropriately clothed for the lesson.
5. Be in a communal area e.g. lounge, dining room, kitchen.
6. Have any equipment required for the session ready.
7. Use appropriate professional language throughout the session.

### The On-Line Session:

8. Staff will initially mute all - staff can use this to temporarily mute people at any time during the session. Staff can also remove people from the meeting from view if needed.
9. Join the lesson 5 minutes before it is due to start to ensure that the safeguarding settings are in place, these may differ based on software used but as a basis:
  - Background is on 'blur' or your environment is suitable sterile.
  - Record is on.
10. The staff member will set the lesson to 'record' and where possible disable participants webcams.
11. When the students join, the staff member will then admit each student to the on-line group session from the lobby or welcome the student if directly admitted as part of the organisation.
12. At this point, the staff member will ask for verbal confirmation that the students are ready for the on-line group session and have met the expectations; verbal confirmation from an adult is preferable for all Secondary students under 18 and essential for Primary school students.
13. Once confirmation has been received, the staff member will start the lesson. If at any point during the lesson the staff member feels uncomfortable, they will disable the video, or remove the participant and potentially abandon the lesson; any concerns will be reported to the Head teacher.
14. If there are any on-going behaviour issues during the on-line session, the student may need removing from the meeting, or the whole meeting may need to be ended and restarted without the offending student. Any students that engage in behaviour that acts as a barrier to the learning of others or contravenes the school behaviour policy, will be sanctioned in line with the school behaviour policy.
15. At the end of the meeting, the member of staff will remove all people from the meeting.

### **Expectations on the quality of work set for students working remotely from home**

- Lessons will be planned in line with the expectations outlined on departmental Statements of Intent and relevant Schemes of Learning.
- Where departments are collaborating on the creation of resources, the Curriculum Leader or relevant TLR holder will clearly indicate which staff members are responsible for leading on particular areas in relation to year groups and topics.
- Lessons will be made available to students through the VLE platform within the school.
- Lessons will include a range of activities with relevant supplementary resources available for students to access via the VLE.
- Instructions will be clear and any subject specific or technical language will be explained to support students and parents.
- Where students or parents have contacted teaching staff using their school email with questions about the nature of the work set, teachers will respond in a timely manner attempting to resolve any issues.
- Answers and /or mark schemes to the questions and activities will be provided. These may be delivered alongside lesson resources or in a staggered fashion to allow students to attempt activities and later check their work.
- Where pieces of work are set where students need to write in depth, relevant models and / or scaffolds will be provided to support students in how to structure the work to the required standard.
- The provision of checklists or worked examples is also recommended, where needed, to help students compare the quality of their work against the expected standard.

- In addition to the aforementioned support given through modelling, scaffolding and / or checklists, extension activities or the need to apply learning to different contexts may be provided to allow students to demonstrate greater understanding.
- When using electronic platforms (such as MyMaths) or websites to guide learning, clear instructions on where information can be found will be given and teachers will double check that all links work.
- Time guidance regarding activities should also be given.
- Teachers will indicate if any pieces of work need submitting by students via their school email address.
- Teachers will only respond to student and parent questions regarding work during normal school hours: 8:30 until 16:00pm. This will be done via school email addresses and never personal email addresses.
- Teachers will not communicate with students or parents for any reasons other than responding to questions about the work on the VLE. No communication with parents or students will take place via personal social media accounts, namely WhatsApp and Facebook.

### **Appendix 1 - Extract from Annex 3 of the Government contain framework**

In local areas where restrictions have been implemented for certain sectors (from national direction), we anticipate that education and childcare will usually remain fully open to all, with the additional requirement that face coverings should be worn by staff and pupils in schools and colleges, from year 7 and above, outside classrooms when moving around communal areas where social distancing cannot easily be maintained (tier 1 onwards, as [below](#)). Being in nursery, school and college is vital for children and young people's education and wellbeing. It is also important that parents and carers are able to return to work, and having access to childcare will allow that to happen.

There may be exceptional circumstances in which some level of restriction to education or childcare is required in a local area. In those situations, restrictions will be implemented in a phased manner – the key aim being to retain as much face-to-face education and access to childcare as possible. These 'tiers of restriction' will ensure that extensive limitations on education and childcare are a last resort, and that priority is given to vulnerable children and children of critical workers for face-to-face provision in all cases.

Where there are no local restrictions in place, education provision should continue to remain fully open to all, and these tiers do not apply.

#### **Application of the tiers**

Even in areas of national intervention, where restrictions have been implemented for other sectors, we anticipate that education and childcare provision will usually remain fully open to all, with the additional requirement that face coverings should be worn by staff and pupils in year 7 and above when moving around the premises in areas outside classrooms where social distancing cannot be maintained ([tier 1](#)).

In the exceptional circumstances where some level of restriction to education or childcare is required in a local area, local and national partners will carefully consider which of the tiers is the most appropriate one to implement. Under the Coronavirus Act 2020, ultimately the decision to order the closure of school and childcare settings is one for central government.

Decisions will need to be made on a case-by-case basis in the light of local circumstances, including information about the incidence and transmission of coronavirus. Attendance may therefore need to be restricted in different ways to those outlined below if there is specific health evidence that doing so is a necessary measure to help control that specific outbreak or transmission risk.

As measures are relaxed following local restrictions, these tiers can be implemented in reverse. This will ensure minimising time spent in the highest tiers, so nurseries, childminders, schools, colleges and other educational establishments are able to extend their opening, in a phased manner if appropriate, at the earliest point that it is safe to do so.

As part of their contingency planning, nurseries, childminders, schools and colleges should consider how they would operate at each tier in the event that these restrictions become necessary in their local area. At each tier, schools, colleges and other educational establishments should clearly inform pupils and parents/carers which pupils should be in school or college at any given time. This is particularly true where a school is operating a rota.

Higher education providers will work with the relevant UTLAs and health protection teams to agree any local level restrictions

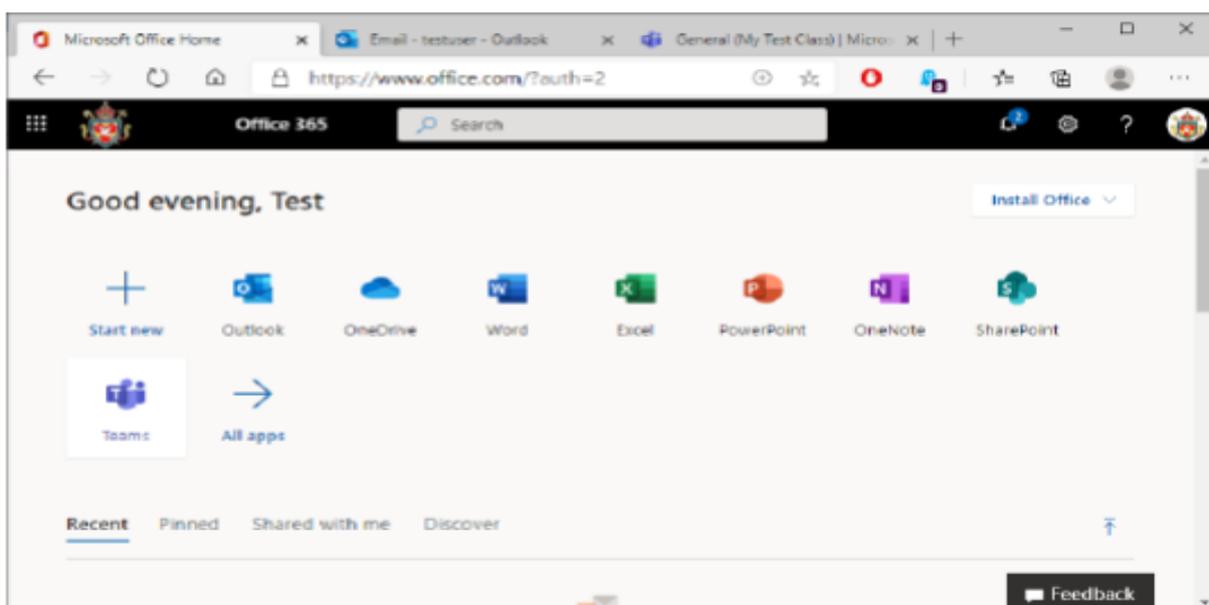
## Appendix 2

### Student Accessing Lessons via Teams Invite.

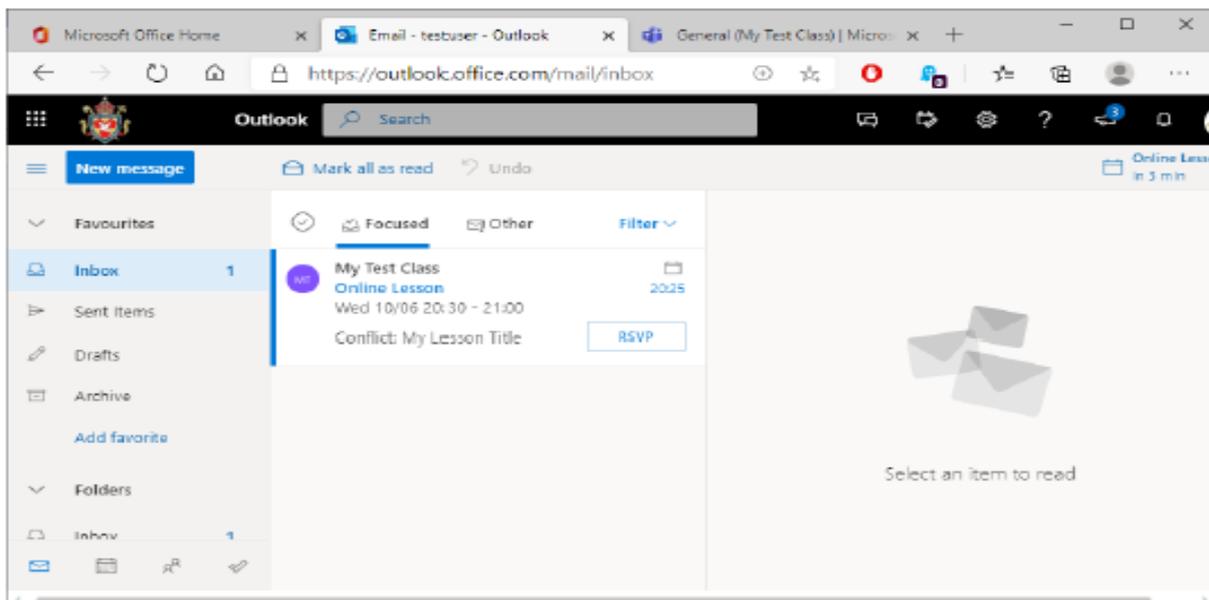
Log onto Office 365 at [www.office.com](https://www.office.com)

Use your network login username followed by @allsaints.notts.sch.uk as the log in username.

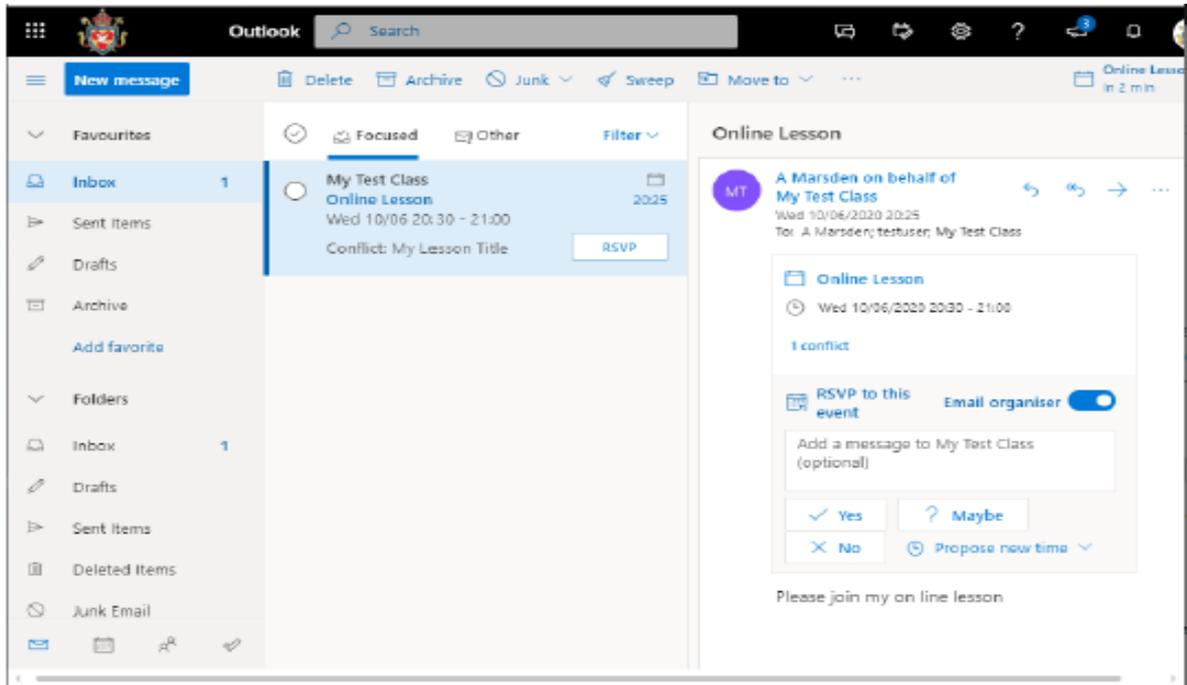
Use your normal network password for the password.



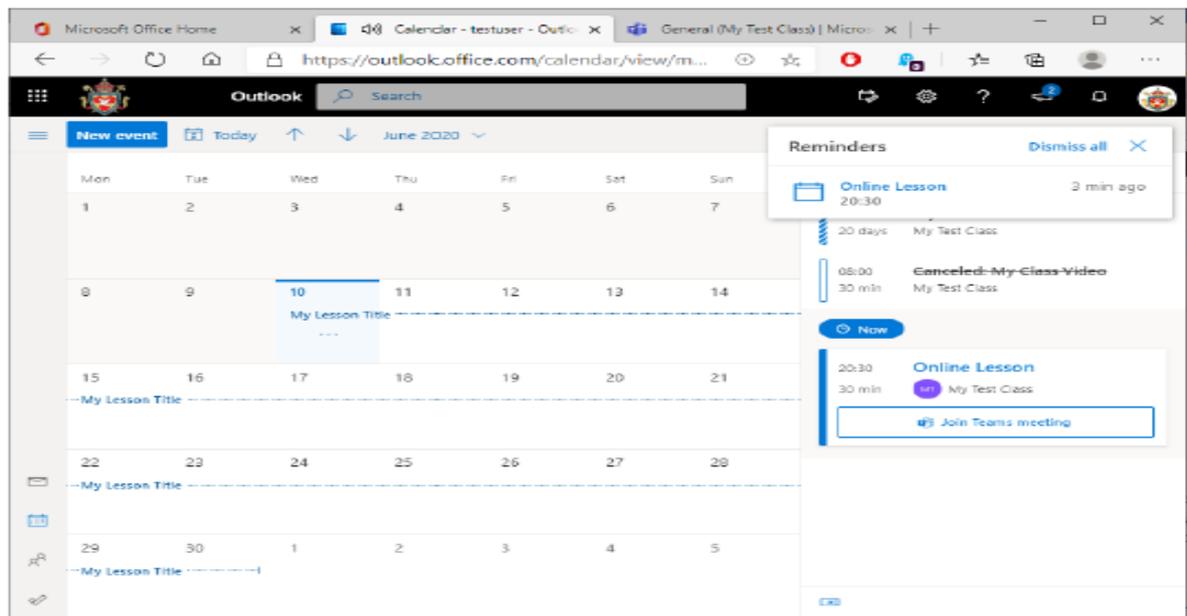
Open Outlook to view email messages.



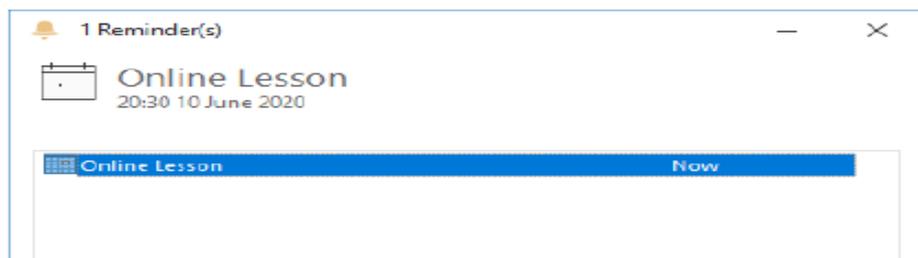
Here there is an invite for an online lesson. Open the email.



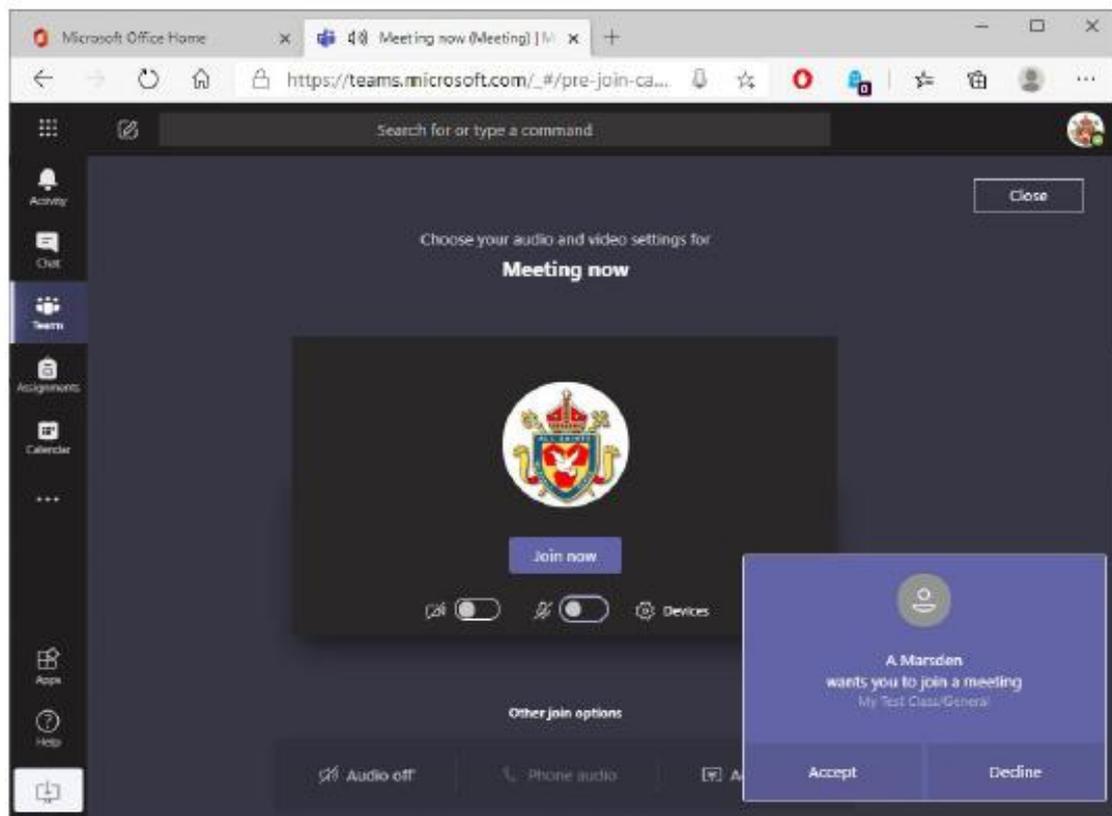
Click on YES to add this to your Calendar. To view your Calendar, click on the Calendar icon on the bottom row, second from the left.



In the Calendar view, any other lessons you have added to your Calendar will be displayed on this screen.







Please click on the camera and microphone icons (below the Join button) to turn OFF your camera and microphone. You can turn your microphone on later if you wish to talk to the teacher. When you are ready click Join Now to enter the meeting.

While the teacher is getting the lesson ready, you may see this screen. Click on Accept and Join Now to start the lesson.

