



Great Marlow School

Excellence • Compassion • Integrity

Teaching and Learning Policy

Recommended by the Leadership Team:	November 2024
Approved by Trustees' Policies Sub Committee:	November 2024
Ratified by Trustee Board:	December 2024
Review Due:	Autumn term 2025

Indicate as appropriate:

There **has been** a change to the previous policy.

Great Marlow School: Teaching and Learning Policy

'It turns out that as long as you go to school (and that's important) then it doesn't matter very much which school you go to, but it matters very much which classroom you sit in'

(Dylan Williams- British Educationalist: 2011)

At Great Marlow School we have a vision to ensure a high quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors that will create a better society. Teaching and Learning is central to the work that we do in creating resilient, reflective and resourceful students who enjoy life at school and who enjoy the high quality, stimulating learning opportunities provided for them. Our purpose is to create the learning environments that allow opportunities to be created, potential to be released and excellence to be achieved.

What is **teaching**?

The definition of **teaching** is to promote learning through challenging activities and to raise standards of achievement. Teaching includes the whole range of activities that a teacher employs to promote learning, ensure progress and instil the vision and values of the school.

What is **learning**?

Learning is the acquisition of new knowledge or skills through teaching, experience or study. It is a transformative process in which the understanding of new information can lead to changes in a person's behaviour or perception of the world around them. **Learning** styles vary depending on the individual.

Aims of Teaching and Learning at Great Marlow School:

- To instil the core values of compassion, honesty/ integrity and equality
- To provide a high quality learning environment and provide guidelines for best practice and consistency
- To develop activities that promote challenge and independence
- To promote students who are reflective in their learning
- To develop resourcefulness in learning
- To continue to improve the quality of teaching and learning at the school through a culture of sharing best practice and continual professional development
- To instil a love for learning both within and outside formal learning environments
- To improve outcomes for all students in the school

Teaching and Learning Policy:

The policy exists to ensure that students receive high quality learning and that staff have clarity in terms of the expectations the school has so that **ALL** students learn well in every lesson

Roles and Responsibilities

Trustees

Ensure that the policy is implemented and regularly monitor the policy through committee meetings and monitoring visits

Leadership Team

- Provide appropriate support for all teachers in the school ranging from differentiated CPD activities to whole school expectations
- Monitor and evaluate the impact of the policy through the Quality Assurance process, monitoring visits and Learning Walks
- To adapt the policy with respect to the ongoing needs of the school, staff and students

Subject Leaders/ Heads of Department

- To plan schemes of work/ learning that take into account the objectives of the policy
- To monitor and evaluate the consistent delivery of the policy at department level
- To support members of their department with advice and guidance in relation to the policy
- To continually encourage departmental staff to develop their pedagogical practice, deliver exciting learning opportunities that challenge learners and prepare them for their next steps

Teaching staff

- To ensure that their own teaching meets the National Standards
- To plan and deliver high quality, challenging learning opportunities
- To demonstrate a desire to continually develop their pedagogical practice
- To identify learning activities that will promote a love of learning and instil the core values of the school
- To work with/ in the Teaching and Learning Group to further develop the quality of their teaching
- To work collaboratively with staff to share best practice and constantly aim to improve the quality of their teaching

Expectations of teaching

Staff will:

- Promote the core values of the school, compassion, honesty/ integrity and equality
- Challenge students to achieve their best
- Provide high quality learning experiences that deepens knowledge
- Provide high quality learning experiences that develops further the skills from 'MY Personal Best':
 - Reflection
 - Resourcefulness
 - Readiness
 - Resilience
 - Responsibility
 - Respect
 - And the 7th R – Reading
- Interact with students in the class environment individually or in groups to support learning
- Use, where appropriate, the professional development work done by the Teaching and Learning Group to develop approaches to Thinking Hard and Thinking Talk
- Use learning outcomes/ objectives and explicit success criteria
- Provide structured, planned lessons and use a range of activities to promote learning and develop metacognition skills
- Encourage students to learn in a variety of situations individually and/or in small group work/ whole class activities
- Develop **ORACY** in the classroom through the use of the 'ABC' strategy
- Be familiar with and use '**Blooms Taxonomy**' to promote high quality questioning in the classroom and probe and develop understanding
- Provide high quality developmental feedback in accordance with the school/ departmental **Feedback Policy**
- Assess work regularly and use assessment to inform their teaching and structure differentiated learning activities to support progress
- Promote the use of key subject **vocabulary** at all levels in learning
- Build in time for, and structure lessons to ensure review, recall and retention of knowledge and constantly check understanding and refine misconceptions
- Encourage students to be evaluative and reflect on their learning
- Model activities to clarify learning
- Uses exemplar work (WAGOLL) to demonstrate to students the depth of response required

A student at Great Marlow School should:

- Take responsibility for learning and strive for improvement
- Take pride in the quality of their work in terms of presentation and content
- Be **challenged** in their learning and be **resilient** to the tasks presented to them
- Work collaboratively with their peers and staff and feel supported
- Contribute to group/ class discussion and improve the quality of their **ORACY**
- Understand how they learn and how their learning can be developed further
- Respond to and reflect on the developmental feedback that is provided
- Feel supported in the learning environment and be clear on how they are monitored/ assessed in their learning
- Be respectful to the views and contributions of others promoting the core values of the school: compassion, honesty/ integrity and equality
- Be ready to learn and believe in their ability to be resourceful with and in their learning in order to improve.

Monitoring and Evaluation of the Quality of Teaching and Learning at Great Marlow School

Aims;

- To make secure judgements on the quality of teaching and learning at the school
- To monitor and evaluate the progress of students over time in their learning
- To evaluate the performance of teachers against the Teacher Standards and identify group/ individual training need

Review of teaching and learning occurs regularly throughout the year at a variety of scales

- Learning Walks – departmental, whole school and monitoring visits
- Work scrutiny
- Quality Assurance
- Student voice
- Department Development Programme

The aim of the Departmental Development Programme is to conduct a review of the department. The DDP is in its 5th year at Great Marlow School with the aim of celebrating good/ outstanding practice within the school, developing practice that is less than good and supporting middle leaders to work collaboratively. All subject areas will go through the **DDP** process before the end of the autumn term each academic year and the key recommendations will form part of the Departmental Improvement Plan. *(Due to the current situation there are no planned DDP days during the current academic year)*

The review of the subject will involve:

- **Lesson observations** (20 minutes each) of staff teaching in that department on the day
- A **Work Scrutiny** and **Environment/ Learning Walk**
- **Student interviews/ Microsoft Form surveys** from KS3/4 and 5
- An **interview** with the **Head of Department**

Learning Walk protocol

- Head of Department should conduct a Learning Walk of all members of the department at least once a term
- Senior leaders will conduct Learning Walks across the school to ensure that all staff are seen at least 3 times in an academic year

- Staff will receive feedback from Learning Walks in the form of WWW/ EBI. Whole school feedback from Learning Walks is used to inform CPD in the school and the work of the Teaching and Learning Group in providing support with improving the quality of Teaching and Learning in the school.
- Where there are concerns with the performance over time the teacher will be made aware of these concerns and a Teacher Support Plan implemented. These staff will be seen more frequently by middle/ senior leaders to improve the quality of their work
- Individual circumstances may inform the frequency of/ amount of learning walks a teacher has (e.g NQTs)

Appendix 1

Feedback Policy

The sole aim of FEEDBACK at Great Marlow School is to improve our learners through feedback that is appropriate and accessible to individual students.

Aims and Objectives:

- To allow all departments in the school to provide feedback in their subject areas through an effective subject specific feedback policy.
- To ensure a differentiated, meaningful and subject specific approach to the way that feedback is given to students, so that students have a clear understanding of how well they are doing.
- To ensure all students regularly receive feedback that is specific, direct and developmental and helps them reach or exceed their full academic potential.
- To further improve the outcomes of students by providing feedback that will improve on their last piece of work.
- Create a dialogue which will support / aid progression.

Rationale

'Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by students and their teachers, **to decide where students are in their learning, where they need to go and how best to get there.**' J.Rowe 2007

Research shows that feedback is the most important factor in student learning. **'Feedback is the breakfast of champions'** – Ken Blanchard

Feedback is most effective when the student knows:

- The purpose of the task through learning objectives and/ or pre-defined success criteria
- What they have achieved in relation to the learning objective and/ or pre-defined success criteria
- The steps they need to take to improve their work

Procedures

Departmental Feedback policies are the responsibility of the subject leader and line manager for that department. The policies (approved by the LT line manager) are specific to the subject area and also the Key Stage (where this is appropriate). It is the responsibility of the classroom teacher to feedback to students on a regular basis and the responsibility of the subject leader (Head of Department) to ensure that feedback takes place regularly according to the principles and guidelines expressed in the departmental feedback policy in line with whole school expectations.

These policies should be reviewed regularly to identify the effectiveness of the policy and subject leaders should aim to collect opinion from both students and teachers in their department. Department policy should reflect school policy in order to ensure consistency across curriculum areas.

Feedback needs to be provided regularly to students but there is no requirement that students receive feedback on all work that is set. Students may receive


- **Immediate feedback** – this happens at the point of teaching and is most effective in addressing misconceptions the students may have. Marking icons may be used here. In some subject areas this is referred to as Live Feedback. (evidenced through learning walk/ DDP, student voice, book scrutiny)
- **Summary feedback** – this happens at the end of a lesson or task (evidenced through learning walk, DDP, student voice, peer/ self-assessment)
- **Review/ detailed feedback** – this happens away from the point of teaching and will include written, development feedback that students need to act on/ respond to. The feedback provided should where appropriate direct the student to improve work already completed or develop work further through a written question or specific task. Feedback **MUST** use what went well (WWW), even better if (EBI) and student comment/ correction (SC) (evidenced through learning walk/ DDP, formal assessed work in accordance with departmental assessment calendar).
 - Review/ detailed feedback (as defined above) of identified pieces of work should take place at least twice each half term (for subjects with on average more than one lesson a week) and once a half term (for those with one lesson a week). Teacher feedback should be in one colour and student comment/ correction in green. There is no requirement for a teacher to mark in a particular colour although it should be in a colour clearly distinguishable from the work of the students and/ or green pen. Teachers can provide feedback through Microsoft Teams – if it is part of the formal review/ detailed feedback then the work should be set using the assignments function in Teams. There is no requirement for feedback to be conducted in a particular way.
 - Students should be aware of their targets at whichever Key Stage. These should be available to the student but should not need be on the front of a book/ folder.
 - Students need to understand the way that a department will feedback to them throughout the academic year and the expectations a subject has in responding to the feedback. This will need to be communicated to the students at the start of the academic year in all subject areas and it is the responsibility of the subject leader to communicate their vision for feedback to teachers in their department.
 - Developmental comments should be clear and in appropriate language.

- Feedback should identify what a student has done well, so that the student can replicate this in future work and transfer skills developed in one subject to other curriculum areas.

Best practice would involve;

- Students routinely using written feedback to reflect on the strengths and weaknesses of their work and for them to identify and demonstrate improvement.
 - Students developing an understanding on how feedback relates to their longer-term goals and setting their own targets for improvement in a subject area.
-
- The School's reward system should be employed to reward both effort and achievement of work that is produced. Departments may reward students in a range of ways such as postcards home, phone calls home.....
 - Teachers should maintain an accurate record of student progress and attainment. The subject leader should identify clearly how this should be done to all staff in the department.
 - Improving literacy is a responsibility of all teachers. Spellings, grammar and punctuation is important and departments should use the icons below to support this. There is no requirement to use the stickers but the symbols should be used
- (a) Teachers should look for specific patterns in spelling errors and/or subject specific spelling errors. Teachers should aim to highlight individual spelling error patterns, encouraging awareness of these errors and asking students to correct errors 3 times. Only correct the first 3 spelling error patterns if this is appropriate, it does not always have to be 3.
- (b) The same approach as above for spelling should be followed for punctuation and grammar. In both cases the school's Feedback Icons should be consistently used. Teachers can use the marking icon stickers or write the appropriate symbol.

Great Marlow School Feedback Icons

Symbol	Meaning	Now what???
Sp	Spelling error	Find correct spelling and write out 3 times
	Punctuation mistake	Correct the missing or misplaced punctuation or capital letter
ROL	Weak expression/ sentence structure	Read it out loud, does it make sense? Are you writing in the correct tense? Can you vary the sentence structure?
VOC	Vocabulary	Use a thesaurus to find more interesting or ambitious words
//	Paragraph	Remember TIP/TOP rule. New time, place, topic or person
MDN	More detail needed	Go back and add appropriate information
Smiley face		Use as reference point for future work.
WWW	What went well	These are your strengths or areas that you have improved and/ or developed.
EBI	Even better if	Can you address these points and add them to your work?
VF	Verbal feedback	Teacher has given verbal feedback during the lesson/ discussion
PA/ SA	Peer/ self-assessment	Use the assessment to identify targets for improvement
SC	Student comment	Write a comment related to the Feedback from your teacher and/or correct the mistakes in your work

Great Marlow School: Remote Learning Policy

Date: November 2024

Rationale

In the event of students not being able to physically attend school due to exceptional circumstances including a pandemic Great Marlow School remains committed to the school's vision and values:

- A high quality learning environment that inspires all students, staff and the community to be compassionate, successful and resilient contributors to a better society.
- A place where opportunities are created, potential is realised and excellence is achieved.
- A compassionate and honest approach to achieving excellence

In the event of a period where the school is required to operate differently the school would implement a policy of remote learning that would apply if a high proportion of the students were healthy, and able to work at/ from home.

In the case of teachers at the school there would be the expectation that unless otherwise instructed they attend their normal place of work to deliver remote learning. This policy would not apply in the event of a short term closure, for example as a result of inclement weather. Remote learning may also be appropriate and relevant if students are suffering a short or longer term illness or following an infectious disease outbreak and students are self-isolating at home.

Remote learning would not apply in a certain number of cases. For example, if a student

- was absent from school without parental permission
- was absent as a result of being in contravention of school or government guidance regarding taking holidays in school time

The policy may be revised if necessary in light of changing circumstances and/ or the experiences of remote learning.

Remote learning for individual students

Where there are a significant number of students absent from school the Headteacher may make a decision as to the method of remote learning that will take place, either providing for individual students or providing for remote learning in the event of students being unable to attend the school.

Remote learning in the event of exceptional circumstances

In the event of students not being able to physically attend school due to exceptional circumstances, Great Marlow School will provide work through the Microsoft Teams (MT) platform. All students will be expected to log on to MT and join registration at 8.40am

- Teachers will engage in live learning conversations with students through Microsoft Teams and the lessons will commence at the normal lesson time on a students' timetable. These sessions may not last for the 1 hour duration of the lesson but teachers should be available for the lesson duration to support learning
- Students should complete the work set as instructed by the class teacher – this may be in their exercise book/ folder or electronically in the class notebook function of Microsoft Teams
- During a period of exceptional circumstances staff will where possible and appropriate feedback to students in accordance with the school/ departmental feedback policy

If a student is having difficulty logging in they should make contact with their form tutor in the first instance.

Please note that for some teachers their own personal circumstances may restrict their ability to engage in live learning conversations with students during a period of exceptional circumstances and in these situations work will ideally be set by the classroom teacher by the start of the lesson.

Remote learning in the event of a year group not being able to physically attend school

In this circumstance when the rest of the school is operational but a whole year group is not on the school site then teachers will engage in live learning conversations with students through the MT platform. Lessons will commence at the allocated time on the students' timetable. For further information please see the detail on Live Learning Conversations.

Remote learning when the school is operating on a rota basis to reduce actual numbers of students in school

The decision to run on an in-school attendance rota basis may be taken for a number of reasons. These reasons include high level of staff absence which means that the school cannot function in the normal way or a directive from the government that limits the amount of students that there can be in a classroom at any one time. This could result in only half of the students in each class attending the school at any one time.

Approaches to Remote Learning

Situation	Approach
1. Student absent with Illness/injury (Not COVID related)	<p>Work will be set on Teams for the student(s) to complete. Teachers will endeavour to set the work on the day of the lesson but this may not always be possible, particularly on the first day of absence. The expectation is that work will be set, at the latest by the end of the following day.</p> <p>The work set will allow the student to access learning materials but these may not be the same materials or resources that were used in the in-school lesson.</p>
2. Student absent with symptoms and awaiting test or test results and/or Household Isolating	
3. Student Quarantining	
4. Individual students with Coronavirus	
5. Whole Class Self Isolation/or working from home due to an insufficient number of teachers to run the curriculum	<p>Work will be set on Teams for the student(s) to complete. Wherever possible, the class will be invited to participate in a live learning conversation for a minimum of 20 minutes over Teams video/audio conference facility to support the work set for each lesson. Lessons will follow the school timetable and each will begin with a live learning conversation unless communicated otherwise.</p>
6. Whole Year Group Self Isolation/or working from home due to an insufficient number of teachers to run the curriculum	
7. Partial School Opening (teaching half classes in school on a rota basis to reduce actual numbers of students in school)	<p>Work will be set on Teams for the student(s) to complete. The half class, not in school, will be invited, whenever possible, to participate in a live learning conversation for a minimum of 20 minutes over Teams video/audio conference facility to support the work set for each lesson.</p>
<p>Notes:</p> <ul style="list-style-type: none"> • At Key Stage 5 only students can be invited to participate in live learning conversations in Microsoft Teams through scenarios 1-4 • Live learning conversations are unlikely to last for the whole lesson • When setting work on Teams it is acceptable to put a brief post out to the class: 	

Setting of tasks using Teams

Subject areas will where possible and appropriate set work in accordance with existing schemes of work and will aim to allow students to make progress at the same pace as they would in school. Some tasks set may require a different approach from both teacher and student, but should replicate where possible, the level of challenge that would be appropriate to a 'normal' classroom environment. Students to date, have shown a great deal of resilience and resourcefulness and the tasks set will take account of this and the student's ability to work independently.

Tasks set will be set through Microsoft Teams. It will be the responsibility of the subject leader to determine and inform staff and students of the method by which classwork is communicated to students through MT in that department. It may appear as a **post** or the work will be put into the classwork function of **class notebook**. For assessed work that will receive developmental feedback work will be set using the **assignments** function of MT.

Live learning conversations

Subject areas will be requested to deliver live learning conversations in the event of students not being able to physically attend school due to exceptional circumstances. These sessions will commence at the allocated time on the timetable but may not last for the duration of the lesson. Students will be expected to participate in these sessions, respond to teacher questions and follow the instructions given in terms of the work to be completed.

These live learning conversations may be in the format of audio or video conversations with a minimum expectation of a 20 minute live learning conversation over the course of the lesson. This could be broken into different time segments.

At Key Stage 5 only, when a student is absent (see table 1) they will receive an invite to the lesson that they are missing through Microsoft Teams and be expected to join that lesson from home. This will not happen at Key Stage 3 or 4. Although the student will be receive an invitation to the lesson and the classroom teacher will make every effort to ensure that the learning experience the students(s) receive is of a high quality the students may not have access to all the resources/ materials that the students in the classroom environment will have.

As stated earlier:

Please note that for some teachers their own personal circumstances may restrict their ability to engage in live learning conversations with students during a period of exceptional circumstances and in these situations work will ideally be set by the classroom teacher by the start of the lesson.

Feedback and assessment

Developmental feedback is essential for students to make progress and is a key ingredient in the delivery of high quality teaching and learning. Teachers will provide feedback in a number of different ways:

- Through live learning conversations.
- **In accordance with the school/ departmental feedback policy that states ' review/ detailed feedback of identified pieces of work should take place at least twice each half term for subjects with an average of more than one lesson per week and once a half term for subjects with one lesson per week'.**

Work that will receive detailed feedback will be set through the assignments function of MT. Students should submit this work through MT and will receive feedback from staff on the work submitted.

Teachers may also provide feedback through

- The school email system – either to individuals or class groups
- Oral feedback through Teams
- Live learning conversations

Expectations of students

If a student is well enough, they are expected to participate as fully as possible in registration and all lessons through remote learning. This includes attending and participating in live learning conversations, submitting work as requested by the teacher and completing, when set independent/ preparatory work.

Students should log on to Microsoft Teams by 8.35 and participate in form group activities.

A student who is unable to participate in live learning conversations or complete work that has been set due to illness will be supported to catch up on this work either through home learning or when the school re-opens and the student returns to school.

If there are questions from a student relating to tasks that have been set then they should communicate this in the first instance to their classroom teacher through the post function on MT

Should there be wider concerns from the student then these should be communicated to the Director of Learning or Student Support Officer for that year group.

Students should submit work in accordance with the instruction(s) they receive from the subject teacher.

If parents/ carers have questions regarding the work set they should communicate this in the first instance to the classroom teacher via email.

Student Participation in Teams Lessons

Working across a video-conferencing platform is something many students and staff are now familiar with. In working in this way students and staff involved need to understand expectations and matters of safeguarding. Even though you will be in your home, you should consider a Microsoft Teams live learning conversation to be a part of school. As such, our school rules apply:

- We respect ourselves, each other and the school community
- We are safe and act responsibly
- We are ready to learn and make progress

Positive and Safe Behaviours

- Conduct yourself as you would in a normal learning environment and be punctual to the start of the lesson/ live learning conversation
- Use appropriate language and contribute when requested. As you would in the classroom environment – respect the opinion of others.
- Wear appropriate clothing and choose an appropriate location for the live learning conversation
- Be punctual
- Refrain from personal comments – especially regarding the location of other students
- Do not generate comments or content that hinders the good order of the session e.g. unnecessary messaging in the chat.
- Allow the teacher to lead the learning conversation
- The meeting is private and cannot be recorded or shared – all content is subject to the same policies regarding behaviour and use of technology that we have in school. School sanctions can reasonably be applied to behaviour that breaches our policies.
- Do not use Teams video conferencing feature to contact teachers at any time other than a designated lesson time – only use the POST feature to contact the teacher
- Other family members should not contribute or be involved in the live learning conversation. We understand that other people may well be ‘seen’ on screen in some households but they cannot be involved and you may be removed from the meeting if this occurs.
- Teachers can instigate meetings with parents/ carers through MT but it is entirely up to the parent/ carer if they want to conduct a meeting/ conversation with a member of staff in this way
- Teachers will endeavour to respond to all communications within 24 working hours. Please remember that members of staff will only be accessing communication between the hours of 8.00-4.30pm.

Expectations of teachers and subject areas

Teachers will be expected to be at school even in the event of a year group/ school lockdown unless otherwise informed by the Headteacher.

Teachers who are at home, self- isolating, household isolating, quarantining or awaiting a test result should set work on MS Teams and wherever possible this should be supplemented by live learning conversations on MS Teams.

Teachers will be provided with a school device to use. If there are IT related issues please contact ithelpdesk@gms.bucks.sch.uk

- In the event of students not being able to physically attend school due to exceptional circumstances teachers are expected to engage in live learning conversations with their teaching groups. Where this is not possible the class teacher should inform their Head of Department and set appropriate work for that teaching group. The Head of Department should communicate this to the Leadership Team Line Manager for the department.
- At Key Stage 5 when a student is absent due to self-isolation or for shielding the student will receive an invite to the lesson through Microsoft Teams and be expected to join that lesson from home. This will not happen at Key Stage 3 or 4.
- Teachers should where possible set work in accordance with departmental Schemes of Work. Where this is not possible it is the responsibility of the Head of Department to support teachers in the department in setting appropriate work.
- Work set should, where possible allow the students to have a range of activities to do so that work is not exclusively limited to the screen.
- Heads of Department have responsibility for overseeing the quality of work set in their department in accordance with the Quality Assurance (QA) policy.
- Feedback should take place in accordance with the school/ departmental feedback policy. Feedback should be detailed and developmental in nature.
- Where there are concerns regarding the frequency with which a student is engaged with their learning then the subject teacher should continue with the normal routines in place in terms of contacting parents, liaising where appropriate with the form tutor, Director of Learning and/ or Head of Department
- All teachers at the school have been trained in the use of Microsoft Teams, which in the event of a school shutdown will be the main platform of communication. Teachers who require support on Teams in the event of students not being able to physically attend school due to exceptional circumstances should contact a member of staff from the Microsoft Teams support team or the ithelpdesk@gms.bucks.sch.uk
- Teachers who require support, when the school is operating in exceptional circumstances with remote learning should in the first instance communicate this to their Head of Department who if unable to support the teacher will seek further assistance from their LT LM or Deputy Headteacher for Teaching and Learning.
- Teachers should be contactable remotely by their colleagues, parents and students during the course of the normal working day. For those teachers that are part-time the expectation is that you are contactable only on the days that you are contracted to work.
- Heads of Department and Leadership team line managers should use Microsoft Teams to conduct meetings in accordance with the normal meeting schedule in place
- All forms of communication should take place through official school channels – school email and Microsoft Teams
- All staff at the school retain their roles and responsibilities in a period of lockdown unless otherwise instructed by the Headteacher.

Pastoral care during a school closure

In the event of a school closure the primary responsibility for the pastoral care of students is with the parent(s)/ carer(s). Form tutors are expected to conduct registration through Microsoft Teams and if they have concerns regarding a students they should contact the appropriate person. This could be the parent/ carer or within school the Director of Learning for that year group.

Supporting remote education where a student does not have digital or online access

When there is a situation where a student does not have access to a device that will allow them to engage with remote learning, the school will provide a student with a device to use for that period of time.

Parents/ carers should in the first instance make contact with the Director of Learning for their child's year who will in liaison with the leadership team and IT Manager will aim to secure a device for use.

Where there are concerns with internet connection at home the school will look to support students. Contact should in the first instance be made with the Director of Learning or Student Support Officer for that year group who will then seek support from the IT Manager/ Team.

Engagement and feedback during remote learning

a. Parental/ carer support for home learning

Students are expected to log on to Microsoft Teams in time for their registration period at 8.30. There is no requirement for students in the Sixth Form to do this.

Students are expected to engage in all lessons in accordance with their normal timetable.

Parents and carers are encouraged to support their child (ren) in developing positive routines that will support their learning, such as attending morning registration and finding a location that is conducive to a positive home learning experience.

Parents and carers are politely requested not to contribute in any way to live learning conversations during a period of remote learning. Any communication to the classroom teacher or with other staff at the school should be made in the normal way and in the first instance the use of emails is encouraged.

b. Remote education – monitoring student engagement

A register is taken at the start of each day and at the start of each lesson.

The Director of Learning (DoL) and Student Support Officer (SSO) for the year group monitor attendance to form time in their year group. Where there are concerns with a lack of attendance to lessons/ engagement with remote education the DoL/ SSO will communicate this to the parent/ carer in the first instance.

In a situation where a student is missing a particular subject lesson on a regular basis the classroom teacher may decide to make the call home themselves but should seek clarification of any potential issues/ concerns from the DoL/ SSO.

Where there are direct concerns about a lack of engagement from a student the SSO for that year group in consultation with the DoL will make contact with the parent/ carer to discuss strategies to improve engagement.

c. Assessing student work and progress

During a period of remote education the school feedback policy will remain in operation and students will receive detailed development feedback in accordance with the policy. The policy states that:

- in subjects where students are seen on average more than once a week detailed feedback will be provided twice per half term.
- in subjects where students are seen on average for one lesson a week they will receive detailed feedback once per half term

Departments will in accordance with their own departmental feedback policy identify a range of methods that can be used to provide students with feedback. The use of Microsoft Teams to provide feedback through both the class notebook and assignments function is used by many departments within the school.

Students will also receive direct feedback from the classroom teacher during live learning conversations/ class discussion.

Where appropriate and operationally possible the normal reporting cycle, internal examinations and Parents/ Carers evenings will continue as detailed in the school calendar. Examinations/ Parents/ Carers evenings may need to operate remotely in this period.

Additional support for students with particular needs

Remote education for students with SEND

Students with Education Health and Care Plans are remotely supported by members of the Learning Support team through daily emails to students and parents. In selected cases members of the Learning Support Team will attend Teams lessons.

This support in a Teams lesson can be through a Learning Support channel or a breakout room along with individual meetings in Teams if required.

Students working on site with Education Health and Care Plans are being supported by Learning Support Assistants in the classroom/ designated year group location.