

Chew Valley School Remote Learning 2020

What did we learn and provide during the period between March and July 2020?

The decision for the country to lock down, including the closing of all schools, meant that the school community, along with everybody else, had to think quickly and carefully about how we maintained contact and gave an education to our students. Looking back at this, our approach was to implement in stages our provision up to the summer. Through this we reflected at each stage and asked key questions. One of the earliest areas we focused on was the pastoral support for our students and their families.

Pastoral Provision included:

- All tutors made regular systematic contact with their tutees either on the phone or using other technology
- 1:1 online weekly support sessions for high need students during lockdown
- Socially distanced home visits for selected students
- Weekly online newsletters made available
- House competitions continued
- Our Pastoral team in addition made regular check-ins with vulnerable students
- Once Microsoft Teams was installed this was used for tutor groups to come together
- All students were invited to come in and meet their tutor face to face in a socially distanced manner in the last week of term. Each House was allocated a different day and students and one member of their family attended. This enabled tutors to discuss the period between March and July and reflect on the lessons learnt / work covered whilst at the same time setting up for the summer holiday period
- Sixth Form 'Futures Week' delivered on Microsoft Teams with input from external visitors including Fabienne Vailes from Bristol University on wellbeing

Academic Provision included:

- Lessons through Oak National Academy
- Microsoft Teams for our Sixth Form
- All Year 10 students were invited in for a daily timetable of lessons and daily opportunities to interact with teachers in the summer term. This was a House in a day at a time
- Opportunities for students to discuss learning with teachers via email and address any misconceptions as they arose
- Set tasks for students to complete weekly across all curriculum areas linked to subject 'bespoke' produced vimeo 'learning experiences' which were straightforward to gain access to. This includes assembly delivery given as a film.

The Chew Valley offer evolved through lockdown as staff became more confident and gained a better understanding of the use of technology. The school was supported by the Lighthouse Schools Partnership (LSP) with the integration of Microsoft Teams.

The school moved very quickly, well before the government moved on the matter, to ensure that students had technology to be used in the home and laptops were delivered by staff to students early on.

A small group of students continued to attend Chew Valley School during this period and both their pastoral and academic work dovetailed with the experience the students who were not in school were experiencing at this time.

What are we trying to achieve through remote learning from the Autumn 2020?

A continuation of students learning even in the event of students needing to be self-isolated or bubbles / smaller groups of students being asked to stay at home for a period of time.

Important that everyone can access and use the technology

- Students have access to Teams via computers or their phones in order to access online learning
- Staff have training both through our planned INSET day (25th September) and other more bespoke opportunities so that they have confidence in delivery. This will include support for staff when they first have to deliver using Microsoft Teams from IT technicians and experienced staff.
- Parents / carers know how to work with Microsoft Teams using the guide which is placed on the school website.

How will our remote learning be structured from now on?

Learning will continue if individuals, classes, whole years or the whole school cannot attend the site in person:

- A continued use of the resources made available by Oak Academy for those students who are not able to attend in person with intentional decisions made as to which areas are covered subject by subject to support and build on existing learning rather than perhaps introduce new concepts. This information is published in a style similar to the work which was completed in the Spring / Summer 2020 which is easy for students and their parents / carers to navigate.
- Use of Microsoft Teams where staff are away from the site to 'broadcast' with a cover teacher allocated (Years 7-11) to facilitate the physical learning space whilst the 'curriculum expert' joins the lesson for important sections e.g the start and / or the end of the learning sequence. Sixth Form lessons will be stand alone.
- Where whole classes of students are not able to be in attendance then Microsoft Teams becomes the default tool for delivery of the learning experience.

We have quickly developed our work around Microsoft Teams to support all aspects of our work in school. All of the students have Microsoft Teams accounts and there is a dedicated section on our school website. We have also looked to use Microsoft Teams and Zoom to support learning as a way of communicating and meeting.

- Years 7, 10, 11 and the Sixth Form have all had Parent Information Evenings via Zoom
- Our Sixth Form Open Evening on Tuesday 10th November will be completed via Microsoft Teams as will the Year 9 GCSE Options Evening in January

Chew Valley School Home Learning Experience

Home learning phase and principles	Video guidance on home learning at each phase
<p style="text-align: center;">Phase 1– March 2019 and Term 5</p> <ul style="list-style-type: none"> • Positive learning experience • Any learning is good learning • Work logs • Personal feedback • Use of approved platforms 	<p>https://vimeo.com/482632190/83554a8d32</p>
<p style="text-align: center;">Easter subject challenge</p> <p>Each subject has set you a subject challenge to complete over the next two weeks. These are designed to be fun, engaging and keep your mind active.</p>	
<p style="text-align: center;">Phase 2—Term 6</p> <ul style="list-style-type: none"> • Evolution of our home learning policy to include direct instruction video and regular feedback • A home learning package for Years 10 and 12 to include direct instruction video and feedback to accompany some on school provision* • A deliberate move to increase consistency of learning and feedback • Each student to receive 10 direct instruct video inputs per week, with up to 10 pieces of feedback per cycle • Core subjects to have weekly input, tasks and feedback (year group based) • Other subjects to have bi-weekly input, tasks and feedback • Provision to include physical/wellbeing activity and assembly/House activity <p>* All Year 10 students onsite for Maths, English and Science teaching (4 weeks) * All Year 12 lessons—live teaching on Teams as per bespoke timetable. * Year 7-10 students experience at least one subject on Teams and tutor activity * A progress review face to face meeting with tutor at the end of Term 6.</p>	<p style="text-align: center;">https://vimeo.com/423539316/5bd00cae87</p> <p>Examples of subject videos</p> <p>English Year 10: https://vimeo.com/428106021/ea4aa5c909 Spanish Year 9: https://vimeo.com/428087771/133de52b05 Maths Year 8: https://vimeo.com/428172832/488ccc2624 Science Year 7: https://vimeo.com/421436553/c380dbb4a4</p>
<p style="text-align: center;">Summer transition</p> <p>Personal videos for each subject that help prepare students for their next academic year, whilst re-capping key knowledge principles.</p>	<p>https://vimeo.com/436355644/b6df84757f</p>
<p style="text-align: center;">2020-21 Year group lockdown</p> <p>Students isolating from year groups in school will work independently from Chew Valley topic lists and national platforms, specifically designed curriculum that consolidates and reinforces learning.</p> <p>If a whole class is isolating—This learning experience will be delivered on Teams for the class following the Chew Valley lockdown lesson.</p>	<p>https://vimeo.com/477558383/861a989e00</p>

In the event of a part year group isolation (Teachers in school, students not)

Where isolation takes place and the class the student is in is still physically running in school

Students isolating from year groups in school will work independently from Chew Valley topic lists and national platforms. The school will provide the effective communication around this with a clear rationale around why these materials are being used linked to the consolidation of existing learning or developing a particular skill which is inherent in the subject material. Staff will be aware of the absence and will make sure that the material covered by those in school is referenced in future learning experiences.

Where a whole class for a particular subject is isolating

This learning experience will be delivered on Microsoft teams for the class. This is likely to involve an input at the beginning and sometimes the end of the session with work for students to be done in the middle explained. Within these lessons there will be a chance for students to ask questions of the staff

If a number of students are off then their learning is likely to be a mixture of the above. The work published on the national platforms is the essential place to go if a Microsoft teams experience is not available

In the event of a year group isolation (Teachers in school or at home, students not)

<p>Requirement 1 (Single year group lockdown) (Tier 1)</p>	<ul style="list-style-type: none"> • Teachers will teach to their timetable. • In class for year groups in school • On Teams remotely for students isolating (following the Chew Valley lockdown lesson) • Students isolating from year groups in school will work independently from Chew Valley topic lists and national platforms
<p>Requirement 2 (Multiple year group lockdown) (Tier 1)</p>	<ul style="list-style-type: none"> • Two lesson series model • 1st lesson ~ Work set to students via Teams at the timetabled time using the most appropriate method for each subject. Students to complete work independently (45 minutes of work) • 2nd Lesson ~ Individual class teacher on Teams taught lesson, check understanding using the Chew Valley lockdown lesson.
<p>Requirement 3 (Year group rota 2 weeks in 2 weeks out) (Tier 2)</p>	<ul style="list-style-type: none"> • Year groups in school taught to timetable • Year groups out of school to use the Two lesson series model • <i>(1st lesson ~ Work set to students via Teams at the timetabled time using the most appropriate method for each subject. Students to complete work independently</i> • <i>2nd Lesson ~ Individual class teacher Teams taught lesson, check understanding using the Chew Valley lockdown lesson.)</i>

Provision will be made for key worker and vulnerable students in school as per the government guidelines

CVS Teaching and Learning—Lockdown Lesson

Based on the Chew Valley Lesson Principles of Learning

Principle of learning	Lesson activity	Timings and remote settings
Efficient start to learning (Recall and retention starter) (0-15 minutes to allow for movement/log on)	<ul style="list-style-type: none"> • Teams log in • Recall/Retrieval starter based on prior learning • Teachers to model correct answers and check understanding 	<ul style="list-style-type: none"> • 10-15 minutes - Teacher camera on • Shared screen for questions • Students expected to write in books • When told, students unmute and answer questions
Deliberate lesson delivery (Model and questions 1) (15-30 minutes)	<ul style="list-style-type: none"> • Teacher models learning, demonstrates techniques and talks through their thinking • Teacher explains task 	<ul style="list-style-type: none"> • 10-15 minutes teacher modelling and explaining • Teacher camera on • Shared screen for questions • Students on mute
Deliberate lesson delivery (Model and questions 1) (30-50 minutes)	<ul style="list-style-type: none"> • Student applies learning to a series of questions or tasks • Students expected to work independently 	<ul style="list-style-type: none"> • 15-20 minutes independent work • Teacher camera off, chat on for students to asks questions
Explicit plenary activity (Checking learning and progress) (50-60 minutes)	<ul style="list-style-type: none"> • Teachers to model correct answers and check understanding 	<ul style="list-style-type: none"> • 10-15 minutes - Teacher camera on • Shared screen for questions • Students expected to write in books • When told, students unmute and answer questions

Lessons will be recorded on Teams for future viewing and safeguarding purposes