The Parker
E-ACT ACADEMY

Virtual Teaching and Learning

2020-21

The Parker Academy's Guiding Principles

WORK HARD – STAY HUMBLE – DREAM BIG

Our vision for teaching and learning at The Parker Academy, reflects the high expectations and aspirations that all staff have of themselves and their learners.

In these unprecedented times, how we educate and support the students in our care has had to change but at The Parker, learning continues to be our 'core business'; it underpins all that we do.

We recognise that an excellent education is the key to unlocking exceptional futures for the students in our care and we have already taken great strides in ensuring students are provided with a range of resources, online learning and support across all of their curriculum subjects.
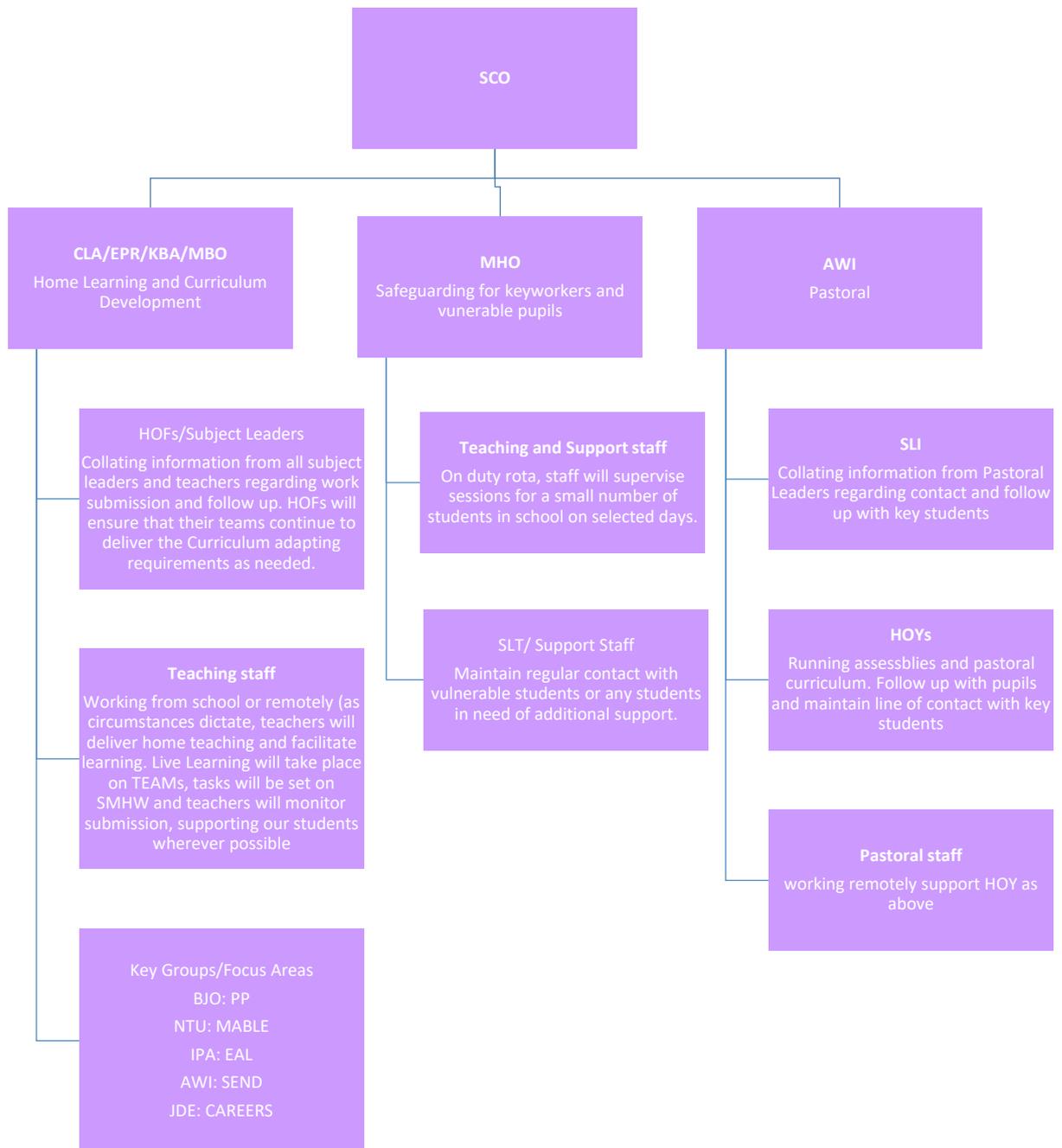
We would like to thank all members of our staff for their hard work-under exceptional circumstances- in striving to continue the learning opportunities for our students. We would also like to thank all parents and carers for working with us to provide support, encouragement and guidance at home-we understand that this role has not, and will not always be easy. Finally, thank you to our students for engaging with their education in a different way; everything that we are doing is to support you and we know how much you value this.

Now more than ever, we encourage our students to take responsibility for their own learning, teaching them to be resilient in overcoming set-backs and persist with achieving their goals.

This handbook seeks to provide guidance of the provision for continued teaching and learning at The Parker, as or when the need for remote learning should arise.

The Parker Line Management Structure

SCO

CLA/EPR/KBA/MBO
Home Learning and Curriculum Development

HOFs/Subject Leaders
Collating information from all subject leaders and teachers regarding work submission and follow up. HOFs will ensure that their teams continue to deliver the Curriculum adapting requirements as needed.

Teaching staff
Working from school or remotely (as circumstances dictate, teachers will deliver home teaching and facilitate learning. Live Learning will take place on TEAMs, tasks will be set on SMHW and teachers will monitor submission, supporting our students wherever possible

Key Groups/Focus Areas
BJO: PP
NTU: MABLE
IPA: EAL
AWI: SEND
JDE: CAREERS

MHO
Safeguarding for keyworkers and vunerable pupils

Teaching and Support staff
On duty rota, staff will supervise sessions for a small number of students in school on selected days.

SLT/ Support Staff
Maintain regular contact with vulnerable students or any students in need of additional support.

AWI
Pastoral

SLI
Collating information from Pastoral Leaders regarding contact and follow up with key students

HOYs
Running assessblies and pastoral curriculum. Follow up with pupils and maintain line of contact with key students

Pastoral staff
working remotely support HOY as above

The Parker Basic Expectations

In the event of a Lockdown situation the Academy will ensure that:

The Head will communicate with families at least weekly.

Teaching staff set regular tasks, work and projects, which challenge students.

Teaching staff will be available to answer any work-related questions via their work e-mail address and via the SMHW comments section.

Pastoral staff will set fortnightly challenges/assemblies and will offer the opportunity to participate and complete the 'Parker Pride Project'.

Each student is allocated a key member of staff from the Pastoral team who will contact every student and family-AT LEAST- fortnightly to check on their wellbeing (physical and emotional), as well as to offer/signpost any available support. This member of staff will also be available via email for the family to contact if and when necessary.

Heads of Year will 'virtually meet' their students via a fortnightly assembly.

Students will have access to PSHRE and literacy resources to stimulate their thinking beyond their academic studies.

Exercises to encourage good physical wellbeing will be provided.

Resources to encourage good emotional wellbeing will be provided.

Staff will award 'Parker Pride Points', via PAM, for any students who have gone above and beyond whilst:

- completing educational work
- for their participation in the fortnightly Head of Year Challenge
- completing a component of the Parker Pride Project

Heads of Year will monitor 'Parker Pride Points' and will issue rewards when thresholds are met.

Students will ensure that:

Any academic work set for them will be completed to the best of their ability.

They or their parent/carer will contact individual members of teaching staff for support with their academic work if and when necessary.

They or their parent/carer will contact their allocated key member of the Pastoral team if they have any concerns with their physical or emotional wellbeing.

Any communication with staff is polite, courteous and professional at all times. This includes emails, comments on SMHW and virtual or actual 'chat' during online lessons.

They attempt the fortnightly challenge, as well as any physical or emotional resources, provided for them to maintain and boost their wellbeing.

Parents/carers will ensure that:

They encourage their child to complete the academic work set for them to the best of their ability.

They either contact individual teachers themselves or encourage their child to do so, if any support is required to complete/understand the academic work set.

They either contact their allocated key member of the Pastoral team, or encourage their child to do so, if they have any concerns with their child's physical or emotional wellbeing, as well as their own.

Any communication with staff is polite, courteous and professional at all times.

They encourage their child to attempt the fortnightly challenge, as well as any physical or emotional resources provided for them to maintain and boost their wellbeing.

Tiers of Lockdown DFE Guidance

Tier 1

- Schools will remain open to all pupils but with a requirement that face coverings be worn in corridors and other communal areas of secondary schools where social distancing cannot take place.

Tier 2

- Secondary schools will move to a rota model, combining "on-site provision with remote education".
- Secondary schools will continue to allow full-time attendance for vulnerable pupils and the children of key workers, with all other pupils subject to a rota.
- The face coverings requirement will also be in place in secondary schools.

Tier 3

- Secondary schools and FE colleges will allow full-time on-site provision only to vulnerable pupils, the children of critical workers and selected year groups which will be identified by the DfE.
- All other pupils will stay at home and be provided with remote education.
- The face coverings requirement will also be in place in secondary schools.

Tier 4

- All mainstream schools and colleges will only allow full-time attendance to vulnerable pupils and the children of key workers, with all other pupils staying home and receiving remote education.
- The face coverings requirement will also be in place in secondary schools.

Virtual Teaching & Learning Strategy

Phased Approach

Phase 1:

- Minimal number of students unable to attend the academy due to COVID related issues.
- COVID-related issue linked to specific students and they have been asked to isolate for the designated number of days (quarantine).

Teachers will teach lessons, following DFE guidance to safeguard all parties.

In all cases, **teachers will upload materials for their lessons** (for example: PPNTs, resources, links to videos or supportive websites) onto the Classwork section of Show My Homework. This may be done centrally by a designated member of staff in each Faculty Area or individual teachers as directed by HOFs.

Students who are at home **will access the lesson content, complete the learning and upload completed work** onto SMHW.

If students need any additional support or advice, they should use the comments function on SMHW or email their class teacher via the school email system.

Where possible, students may be invited to access lessons via TEAMs; an invite to the lesson will be posted on SMHW-in advance of the lesson. Staff will continue to teach their lessons, however, they will log into TEAMs, plug in a microphone and share their screen. Students off site will be able to engage in the lesson.

In the case of a teacher having to self-isolate (but not experiencing illness); learning will continue as the teacher will set work for their classes and send this in to their Head of Faculty or the Subject Leader. Lessons will be covered internally wherever possible.

If circumstances allow, teachers will deliver their timetabled lessons remotely via TEAMs. The cover teacher will set up the computer and will monitor the class in situ whilst the class teacher delivers the content virtually.

Phase 2:

- The Academy has had to initiate a whole bubble isolation process; this means that a Year Group Bubble will be asked to stay at home for 14 days (quarantine).
- The Academy has to move to a rota system.
- In the case of only selected Year Groups (DFE directed) allowed on site and the remainder at home.

Students in quarantine will access their lessons virtually, via TEAMs or recorded content via SMHW, following the Academy timetable for that Year Group.

Staff will adapt their lessons and deliver the learning online to the year group who are quarantined. For live lessons, an invite to the lesson will be posted on SMHW-in advance of the lesson. Staff will continue to teach their timetabled lessons from school, however, they will log into TEAMs, plug in a microphone (where apt) and share their screen.

Students who are at home **will access the lesson content, complete the learning and upload completed work** onto SMHW.

Where possible, staff will record these sessions and post them to the classwork section of SMHW; this will allow students who were unable to access the live lesson during their timetabled slot to still participate in their learning.

If staff are unable to deliver live learning, they may pre-record a video, narrate PPNTs or provide relevant and detailed lesson resources that will be uploaded to SMHW in advance of the timetabled slot.

Staff are encouraged to utilise the quiz function of SMHW in the circumstances above (and indeed across the board) to provide a quick and formative tool to assess learning in the lesson and memory re-call at all stages.

In the event of full lock down, where lessons are delivered virtually, a second colleague may log into the session to provide support, monitor the chat function and promote positive safeguarding of all.

For live lessons, staff will export a list of the students present for the lesson (from TEAMs) to collate attendance information; this will be shared with HOFs and HOY to enable them to track and follow-up on students who miss the learning.

Phase 3:

- Partial or complete Academy lockdown.
- All Students and Staff follow the Academy online timetable from home.

In the event of a total lockdown, students will be issued with a timetable for their virtual lessons and remote learning.

Students in quarantine will access their lessons virtually, via TEAMs or recorded content via SMHW, following the Academy timetable for that Year Group.

Staff will adapt their lessons and deliver live learning online wherever possible, following the Academy Virtual Timetable. An invite to the lesson will be posted on SMHW-in advance of the lesson. Staff will log into TEAMs, plug in a microphone (where apt) and share their screen.

Students who are at home **will access the lesson content, complete the learning and upload completed work** onto SMHW.

Where possible, staff will record these sessions and post them to the classwork section of SMHW; this will allow students who were unable to access the live lesson during their timetabled slot to still participate in their learning.

If staff are unable to deliver live learning, they may pre-record a video, narrate PPNTs or provide relevant and detailed lesson resources that will be uploaded to SMHW in advance of the timetabled slot.

For live lessons, staff will export a list of the students present for the lesson (from TEAMs) to collate attendance information; this will be shared with HOFs and HOY to enable them to track and follow-up on students who miss the learning.

Virtual Learning Platforms:

Teaching staff will use Show My Homework to set all tasks; this site will be used to provide clarity on expectations, links to online learning platforms (such as Hegarty Maths, Seneca and other online sites) and key information- including links to online TEAMs lessons.

Students will submit work electronically on SMHW, or via the school email system.

Teachers will use the functions on SMHW to collect, comment on and/or mark completed work.

Where work is completed, teachers will indicate as such using the submission function. For incomplete or missing work, staff will utilise the system to contact parents or email them as appropriate.

Support videos for SMHW can be found here:

- Distance Learning with Satchel
- Distance Learning with Satchel: Tracking and Monitoring Students
- A Student's Guide to Show My Homework

All "live" virtual lessons will take place on TEAMs.

Utilising this technology will ensure that we can continue to provide teacher input for our students and will enable us to cover new course content, ensuring students are in the best possible position for learning and progress when we return to the Academy.

When conducting online lessons, all student videos will be disabled and students will be muted (with the option that they can unmute themselves to ask questions).

Teachers will be given appropriate time to plan the delivery of online content and will utilise school equipment only to run online learning sessions.

Where appropriate, online lessons may be recorded for future reference or use.

Please use this link to access support video on using TEAMs.

Virtual Pastoral Care

Communication

All stakeholders will receive regular updates from Mr Cox.

Phone calls home will be made, by an identified member of staff who has been allocated as a students' keyworker, to check on wellbeing and to offer support. These will be AT LEAST fortnightly.

Heads of Year will send out regular emails and communicate with students via Show My Homework; they will set a fortnightly challenge to be completed by students.

Pastoral Home Learning

There will be a fortnightly Head of Year challenge.

Students will receive a fortnightly PSHRE lesson (via SMHW) based on a theme.

Students will have the opportunity to participate in the Parker Pride Project.
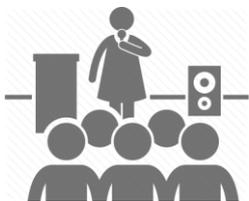
Fortnightly Assembly

Each fortnight students will receive a link, through SMHW, to a Year Group Assembly, which will link to the theme of the fortnight.

Parker Pride 'Shout outs' will be made during the assembly for:

- Winners of the fortnightly Head of Year Challenge.
- Staff commendations for those students who have produced outstanding work during the school closure.
- 'Parker Pride Points' tally for each tutor group and individuals who have reached a certain level and therefore will receive a reward for their hard work.
- Individual achievements on the 'Parker Pride Project'.

Celebrating Success

Staff will be encouraged to allocate 'Parker Pride Points' to individual students who go above and beyond in their studies whilst working at home.

The Parker Academy Twitter page will share any successes & effort.

Parker Pride 'Shout outs' will take place in assemblies.

Safeguarding Guidance for Online Teaching

- All staff shall familiarise themselves with key academy policies – Code of Conduct, Child Protection and Safeguarding policy, Behaviour and Anti-bullying policy, Online Safety policy.

- Staff should only communicate with pupils and parents using official academy systems or platforms authorised by the Headteacher. Any such communication will be professional in tone and manner.

- Staff should avoid using personal devices and should only use academy provided equipment unless preapproved by the Headteacher.

- No one to one online tuition should take place.

- Ensure that the session is being delivered from an appropriate location and nothing inappropriate/ unprofessional can be seen or heard. Staff are to set out the same rules for the pupils about location at the start of each session.

- Pupils will be reminded of the acceptable user agreement and academy behaviour expectations. Academy acceptable user agreement will be re-shared with parents/carers and pupils.

- 'Classroom standard' of behaviour is always expected from all participants, pupils and staff. Ground rules will be set out and safe spaces created, these will be explained as the introduction to each session.

- Staff will make clear that it is not acceptable for events to be recorded or captured in any way by any participant.

- Pupils should always have their cameras switched off; this message will be reiterated at the start of each session.

- Any direct student contact, either visual or audio, should always be supervised by the member of staff.

- All staff will adhere to the home learning daily checking guidance. Staff will log the conference timing and who participated, along with any issues that arose during the session.
- Online teaching will be quality assured by the appropriate line manager to ensure all safeguarding procedures are being following.

The Parker Feedback and Assessment Policy

Aims of Feedback in the Academy:
- To support and reinforce students' learning.
- To ensure a consistent approach to feedback and planning within and across curriculum areas.
- To encourage a growth mindset in learners by encouraging regular improvements and foster greater levels of independence where students are encouraged to track their own progression.

Formative Feedback Overview

Formative Feedback can and will still take place remotely.

The form that this takes might be verbal feedback during online lessons or tutorials on TEAMs; it might be comments on SMHW or email guidance on a 1:1 basis (using school emails only). Online programmes, such as Seneca, provide feedback on correct answers that students can monitor themselves.

We anticipate that teachers will also utilise Whole Class Feedback Forms to provide guidance after reviewing work that may have been emailed or completed online. On these forms students will be provided with clear and specific praise (WWW), an area for improvement (EBI) and specific action they must take.

Students may also be asked to also track and monitor their own progress by utilising Pixl Personal Learning Checklists

Supporting our Disadvantaged Students

At The Parker, we are committed to removing all barriers to individual student's success.

This drive to ensure a 'level playing field' for our students means that our most disadvantaged students should have their needs considered and prioritised.

We encourage our staff to take the following key actions to ensure the barriers can be removed:

- Know the gaps

- Narrow the gaps

- Monitor the gaps

- Celebrate success

As a school, quality First Teaching is our main focus to boost the performance of our disadvantaged students; during this challenging time, we will be ensuring that we support our disadvantaged and vulnerable students through a range of strategies including, mentoring (where apt), contact with HOYs and SLT and support with accessing work where appropriate.

We will endeavour to continue to support students who require free school meals and ask that staff and families contact us if they are in a position where we can support with basic essentials.

The Parker Professional Learning

TEACHERS MATTER.

Teachers and Teaching Assistants make the biggest difference in any school, as anyone who has ever worked in education knows.

At The Parker, we are committed to supporting and developing our staff in their Professional Learning by providing a range of opportunities for continuous professional development.

Throughout the time away for the physical Academy site, we will continue to provide a number of development opportunities for staff professional development.

We will direct staff to specific online modules via Educare that will provide professional learning opportunities and certificates for courses completed. (Please click the logo to access the site and send any certificates to HR).

We may have directed CPD sessions where staff are asked to access and watch a particular webinar and then reflect upon the content in the coming months.
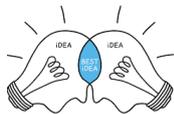
Staff will be provided other opportunities to maintain contact with the Academy and continue their development; this may include T&L TEAMs sessions, directed reading, mentoring and coaching online and other exciting opportunities.

The Parker Curriculum Development

Our drive to develop a robust curriculum which suits the needs of our students will continue during our time away from the Academy.

Our expectations for the end of the academic year are:

- All subjects at KS3 and 4 to have high-level intent statements that are significantly more detailed than the quite vague platitudes that many of the first intent statements to come out after the adjustment to the framework
- Medium term plans (using a pro-forma) for each half term of key stage 3, utilising composites and components, that all support the high-level intent statements
- These intent statements and medium term plans to be QAd by SLT/line managers at every step of this process

Training, support and guidance on this will continue to be led by KBA and HOFs.