

The Deanes

Distance Learning Policy

Approved by: [Name] Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

Contents

| | |
|--|----|
| 1. Aims | 1 |
| 2. Roles and responsibilities | 2 |
| 2.01 Teachers | 2 |
| 2.02 Learning Support Assistants | 5 |
| 2.03 Programme Leaders | 6 |
| 2.04 Pastoral Leaders | 6 |
| 2.05 SENCO | 6 |
| 2.06 Senior Leaders | 7 |
| 2.07 Designated Safeguarding Lead | 7 |
| 2.08 IT Staff | 7 |
| 2.09 Students and Parents | 7 |
| 2.10 Local Governing Board | 8 |
| 3. Who to Contact | 8 |
| 4. Data Protection | 8 |
| 5. Safeguarding | 8 |
| 6. Monitoring Arrangements | 8 |
| 7. Links with Other Policies | 8 |
| Appendices | |
| 1. Distance Learning Agreement | 9 |
| 2. Agreed Departmental Approach to Distance Learning | 10 |

1. Aims

This Distance Learning policy for staff aims to:

- Set out expectations for all members of our school community with regards to Distance Learning so that we continue to deliver a curriculum catering for individual needs and enabling every student to make progress (Promise #3)
- Outline measures to keep all members of our school community safe when engaging in Distance Learning (Promise #1)
- Detail how staff can seek further guidance concerning Distance Learning.

2. Roles and responsibilities

2.01 Teachers

When providing Distance Learning, teachers must be available during their usual working hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure so that alternative provision can be made.

When providing Distance Learning, teachers are responsible for:

> Setting work:

- Teachers are required to set work for the students in their allocated classes and for each of their timetabled lessons.
- Lesson content and learning activities should be set in accordance with departmental curriculum plans. If learning activities are planned to extend into subsequent lessons, this should be made explicit to students so that they can manage their workload.
- Teachers will adjust lesson content and learning activities according to the needs of their students and in consultation with their Programme Leaders as appropriate.
- Teachers should utilise high quality resources and ensure that instructions and activities are accessible to all students.
- All work must be set using Epraise and lesson resources uploaded to Microsoft Teams. Teachers should ensure that all lesson resources and learning activities are available in advance of the session and no later than 3pm on the day prior to the session.
- Guidance for teachers setting work on Epraise and uploading resources onto Microsoft Teams can be found here.

> Pre-recorded lessons:

- There is no requirement for teachers to pre-record lessons. Teachers may choose to prepare pre-recorded lessons as part of an 'Agreed Departmental Approach to Distance Learning'.
- Pre-recorded lessons will be prepared using Microsoft Teams. Where an alternative method of recording is used, the recording will be uploaded to Microsoft Teams as a secure platform.
- Teachers may choose to prepare a 'voice only' recording by switching off their camera or by narrating a PowerPoint Presentation.
- Where teachers choose to record a video lesson, they should ensure that their attire is appropriate and they model the conduct and professional language we expect in the classroom.
- Teachers should consider the location of their recordings:
 - Sit against a neutral background
 - Make use of the background blur function
 - Avoid private areas of the home such as their bedroom
 - Avoid background noise
- When sharing their screen, teachers should check any documents or other tabs they have open in their browser would be appropriate for a child to view.

> 'Live' lessons and tutorials:

- There is no requirement for teachers to deliver live lessons and tutorials. Teachers may choose to conduct these sessions as part of an 'Agreed Departmental Approach to Distance Learning'.
- Teachers delivering 'live' sessions must begin the session promptly and be available for the duration of the session.
- 'Live' lessons will take place on Microsoft Teams and during a timetabled lesson. The lesson will be open to all students from the appropriate teaching group(s).

- 'Live' lessons will be recorded by the teacher. The recording can be shared by the teacher on Microsoft Teams so that it can be accessed by absent members of the teaching group(s) or revisited to support students' learning.
- Teachers may choose to switch off their camera for a 'live' lesson.
- Where teachers choose to conduct a 'live' lesson, they should ensure that their attire is appropriate and they model the conduct and professional language we expect in the classroom.
- Teachers should consider the location of their 'live' lessons:
 - Sit against a neutral background
 - Make use of the background blur function
 - Avoid private areas of the home such as their bedroom
 - Avoid background noise.
- When sharing their screen, teachers should check any documents or other tabs they have open in their browser would be appropriate for a child to view.
- Students participating in 'live' lessons will do so under the terms of the 'Distance Learning Agreement'. Teachers will further safeguard students and support behaviour for learning during 'live' sessions by:
 - Disabling 'chat' for the class in Microsoft Teams. Guidance for teachers on this can be found [here](#).
 - Reminding students to switch off their cameras at the start of the lesson.
 - Reminding students to mute their microphones unless they are making a contribution to the lesson.
 - Providing appropriate praise and encouragement for students taking part in the session.
 - Removing a student from the session if their conduct does not meet the expectations outlined in the 'Distance Learning Agreement.' The teacher should record the incident on SIMs and follow up by contacting the Programme Leader or Head of Year as appropriate.
 - Removing a student from the session if there is a reasonable concern that there is no adult present at home during the session. The teacher should report their concern using MyConcern; if there is a concern that a student is in immediate danger this should be reported directly to the Designated Safeguarding Lead, as per the school's Safeguarding policy.
 - Ending the session once the lesson is complete to ensure that no students are left unsupervised.
- In the event that it is a requirement for student cameras to be switched on during a 'live' lesson the teacher will also take the following steps:
 - Notify students and parents in advance of the session that student cameras will need to be switched on and the reasons for this.
 - Remind students and parents in advance of the session that students will need to be appropriately dressed for the session.
 - Advise students and parents in advance of the session to consider the location they use for the session and that bedrooms must not be used.
 - Inform students and parents that the session will be recorded and will be shared within the teaching group
 - Arrange for another member of staff to join the session remotely. If another member of staff is not available to join the 'live' session, the session will not take place.

➤ Providing feedback on work:

- Students will upload their completed work onto Epraise.
- Teachers should use Epraise to maintain a record of work submitted.
- Feedback will be provided in a format appropriate to the task, with individual feedback to students being provided once per cycle using Epraise.
- Teachers will follow up on concerns about student progress or non-completion of work by contacting the Programme Leader or Head of Year as appropriate.

➤ Contact with students:

- Teachers should be contactable by email within the school day should a student require further guidance or support. Students must use their school email accounts only.
- Form Tutors will maintain contact with their Tutor groups by conducting a weekly Welfare Check via Epraise.

➤ Attending virtual meetings with staff, professionals, parents and students:

- Teachers may be required to take part in virtual meetings with staff, other professionals, parents and students using a variety of platforms.
- When attending all meetings, teachers should:
 - Consider their location, making sure that background noise is kept to a minimum and that nothing inappropriate is in the background. For meetings with parents and students, ensure that the background is neutral and consider using the background blur function.
 - Take steps to ensure that confidentiality is maintained.
 - Ensure that their attire, language and conduct are appropriate for a professional setting.

➤ On-site provision:

- Teachers may be required to supervise groups of students or deliver lessons on-site during a period of partial closure.
- Teachers should consider any commitments to delivering 'live' lessons when scheduling themselves for on-site provision.
- Teachers are required to set work for their timetabled lessons whether or not they are required in school.

2.02 Learning Support Assistants

When assisting with Distance Learning, Learning Support Assistants must be available during their usual working hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure so that alternative provision can be made.

When assisting with Distance Learning, Learning Support Assistants are responsible for:

➤ Supporting pupils who aren't in school with learning remotely:

- Learning Support Assistants will support the learning of the students allocated to them by the SENCO.
- Learning Support Assistants will support the learning of students allocated to them as directed by the SENCO and subject teacher. This may include joining 'live lessons', adapting resources and learning activities or providing guidance to students on how to complete tasks.

➤ Attending virtual meetings with teachers, professionals, parents and students:

- Learning Support Assistants may be required to take part in virtual meetings with staff, other professionals, parents and students using a variety of platforms.
- When attending all meetings, Learning Support Assistants should:
 - Consider their location, making sure that background noise is kept to a minimum and that nothing inappropriate is in the background. For meetings with parents and students, ensure that the background is neutral and consider using the background blur function.
 - Take steps to ensure that confidentiality is maintained.
 - Ensure that their attire, language and conduct are appropriate for a professional setting.

› On-site provision:

- Learning Support Assistants may be required to supervise groups of students or deliver on-site interventions during a period of partial closure.
- The SENCO will co-ordinate the roles of Learning Support Assistants and any adjustments needed during this time.

2.03 Programme Leaders

Alongside their teaching responsibilities, Programme Leaders are responsible for:

- › Reviewing and adapting curriculum plans as necessary.
- › Alerting teachers to resources they can use to teach their subject remotely. Departments are strongly encouraged to share resources to support planning and minimise workload.
- › Monitoring the Distance Learning work set by teachers in their subject by reviewing work on Epraise, resources uploaded onto Microsoft Teams and through meetings with subject teachers.
- › Working with subject teachers to make sure all work set is appropriate and consistent, including setting cover work where necessary.
- › Working with other Programme Leaders and Senior Leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- › Supporting subject teachers to follow up on students not completing Distance Learning activities in their curriculum areas.
- › Supporting subject teachers to manage their workload so that it is achievable within their personal circumstances.

2.04 Heads of Year

Alongside their teaching responsibilities, Heads of Year are responsible for:

- › Monitoring the Distance Learning participation of their year groups across the school.
- › Ensuring appropriate follow up for concerns regarding student progress, behaviour and non-completion of work.
- › Supporting Programme Leaders with issues around individual students.
- › Monitoring the completion of the weekly Form Tutor Welfare Check.

2.05 SENCO

Alongside their teaching responsibilities, the SENCO is responsible for:

- › Providing teaching staff with information regarding the learning needs of students, specifically any 'reasonable endeavours' that need to be in place for individual students.
- › Co-ordinating the roles of Learning Support Assistants.

- › Supporting Learning Support Assistants to manage their workload so that it is achievable within their personal circumstances.

2.06 Senior Leaders

Alongside any teaching responsibilities, Senior Leaders are responsible for:

- › Co-ordinating the Distance Learning approach across the school.
- › Monitoring the effectiveness of Distance Learning through regular meetings with teachers and Programme Leaders, reviewing work set and consideration of feedback from pupils and parents.
- › Monitoring the security of Distance Learning systems, including data protection and safeguarding considerations.
- › Supporting staff to manage their workload so that it is achievable within their personal circumstances.

2.07 Designated Safeguarding Lead

The DSL is the lead person responsible for child protection issues. During a period of closure, it may not be possible to have the DSL (or Deputy) on site; however, there will always be a member of SLT present who will be able to contact the relevant member of staff.

2.08 IT Support Staff

IT Support Staff are responsible for:

- › Installing, maintaining and fixing issues with systems used to set and collect work.
- › Helping staff, parents and students with any technical issues they're experiencing.
- › Reviewing the security of Distance Learning systems and flagging any issues to the relevant person.
- › Assisting students and parents with accessing the internet or devices.

2.09 Students and Parents

Staff can expect students and parents to adhere to the 'Distance Learning Agreement' (see Appendix 1).

2.10 Local Governing Board

The governing board is responsible for:

- › Monitoring the school's approach to providing Distance Learning to ensure education remains as high quality as possible.
- › Ensuring that staff are certain that Distance Learning systems are appropriately secure, for both data protection and safeguarding reasons.

3. Who to contact

If staff have any questions or concerns about Distance Learning, they should contact the following individuals:

Issues in setting work - talk to the relevant Programme Leader

Issues with behaviour - talk to the relevant Programme Leader who may then refer to the Head of Year for ongoing issues.

Issues with IT - talk to IT Support Staff.

Issues concerning the Distance Learning Protocol – talk to Deputy Headteacher (COK).

Concerns about data protection - talk to the Headteacher.

Concerns about safeguarding - talk to DSL/report concerns via MyConcern.

4. Data protection

Staff members may need to access, collect and/or share personal data as part of the distance learning system. All use, processing and storage of personal data must comply with our GDPR Data Protection policy, which can be found here: [GDPR Data Protection Policy](#).

5. Safeguarding

Updates to the school's child protection policy in light of the Covid-19 pandemic can be found here:

[Child Protection Policy During School Closure](#)

6. Monitoring Arrangements

This policy will be reviewed as appropriate by Kelly Corp, Deputy Headteacher. At every review, it will be approved by [the Local Governing Board.

7. Links with other policies

This policy is linked to our:

- › Child Protection policy and Coronavirus addendum to our Child Protection policy
- › E-safety policy
- › ICT and Internet Acceptable Use policy
- › Social Media Code of Conduct for Parents policy
- › GDPR Data Protection policy
- › Staff Code of Conduct
- › Student Code of Conduct
- › Behaviour Policy

Appendix 1 – Distance Learning Agreement

| | |
|-------------------------|--|
| <p>Teachers will...</p> | <ul style="list-style-type: none"> • Provide students with high quality resources and learning activities for each of their timetabled lessons. All work will be set on Epraise; lesson resources and recorded lessons will be made available on Microsoft Teams. • Closely follow departmental curriculum plans to ensure continued coverage and support student progress. • Adopt the delivery style most appropriate for their subject and as outlined in the 'Agreed Departmental Approach to Distance Learning'. • Record all 'live' lessons and make these available to students in the teaching group(s). • Be contactable by email within the school day should a student require further guidance or support. • Liaise with the SENCO and Learning Support team. • Safeguard children by adhering to the school's Child Protection policy and guidance on meetings, live and pre-recorded lessons. Form Tutors will also conduct a weekly Welfare Check via Epraise. • Exercise the right to remove students from a 'live' lesson if there is a reasonable concern that a supervising adult is not present in the home or if a student's behaviour persistently impacts upon the learning of the teaching group. • Provide individual feedback once per cycle using Epraise. Other feedback will be provided as appropriate to the task. • Follow up on concerns about student progress, including behaviour issues and non-completion of work. • Adhere to the Staff Code of Conduct. |
| <p>Students will...</p> | <ul style="list-style-type: none"> • Follow the school timetable as far as possible and engage in all learning activities. • Complete work to the deadline set by teachers. Where work needs to be submitted, this will be submitted via Epraise. • Email staff to seek help if they need it. Students must use their school email accounts only. • Maintain contact with their Form Tutor by responding to their Weekly Welfare check via Epraise. • Only use school technology for school purposes and in accordance with the school's ICT and internet acceptable use policy. • Not record, take photos or share any videos of teachers from pre-recorded or 'live' lessons. • Only take part in 'live' lessons if an adult is aware and is at home to supervise. • Participate in 'live' lessons from a space that is quiet, free from distractions and accessible to the supervising adult. • Ensure that their camera is switched off for the duration of a 'live' lesson and mute their microphone unless making a contribution to the lesson. • Understand that all 'live' sessions will be recorded by the teacher and made available to students who missed the session. • Adhere to the school code of conduct when participating in 'live' lessons by being on time, behaving respectfully towards teachers and other students and remaining attentive during learning activities. |
| <p>Parents will...</p> | <ul style="list-style-type: none"> • Support their child to follow the school timetable and engage in all learning activities as far as possible. • Make the school aware if their child is sick or otherwise unable to complete learning activities. • Seek help from the school if needed. • Supervise their child's use of technology and ensure that school technology is only used for school purposes and in accordance with the school's ICT and internet acceptable use policy. • Not record, take photos or share any videos of teachers from pre-recorded or 'live' lessons. • Be aware of 'live' lessons their child is scheduled to take part in. Only allow their child to take part in a 'live' session if an adult is present in the home to supervise. • Support their child to participate in 'live' lessons by providing a space that is quiet, free from distractions and accessible to the supervising adult. • Ensure that their child's camera is switched off for the duration of a 'live' lesson and mute their microphone unless making a contribution to the lesson. • Understand that all 'live' sessions will be recorded by the teacher and made available to students who missed the session. • Support their child to adhere the school code of conduct when participating in 'live' lessons. |

Appendix 2 – Agreed Departmental Approach to Distance Learning

Year 7

| Departmental Approach to Distance Learning | |
|---|---|
| <p>The Year 7 curriculum will be delivered by teachers using the style most appropriate for their subject and as agreed in their department teams. Instructions for each lesson will be shared with students and parents on Epraise. Work completed by students will be submitted using Epraise. Lesson resources will be made available using Microsoft Teams.</p> | |
| Art | <p>Students will access the curriculum through a combination of PowerPoint presentations and resource sheets which will guide students through a series of practical tasks they will complete in their sketchbook. In some lessons, the activity will be supported by a narrated PowerPoint and video clips to further explore the area of study. Initially students will be assessed using a simple baseline task to establish ability to use perspective techniques, imagination and skill. Sketchbook work will be submitted for assessment at the end of the Distance Learning period.</p> |
| Design and Technology | <p>Students will access the curriculum through set lessons in a prepared booklet. The students will work their way through a booklet which contains a variety of activities. In some lessons, the activity will be supported by a narrated PowerPoint, which guides the students through the activity. Students will be assessed through the outcome of activities in the booklet, starting with an initial assessment of their current Design Technology experiences and then via a series of creative activities. Students will submit their completed booklets for assessment at the end of the Distance Learning period.</p> |
| Performing Arts | <p>Students will access the curriculum through PowerPoint presentations that require research and evidence gathering activities in order to complete practical and theory tasks in booklets. Students will be assessed through their written work in booklets. Practical activities will be assessed by the teacher via video evidence when required.</p> |
| English | <p>Students will access the curriculum through a combination of differentiated PowerPoint presentations and worksheets prepared by subject teachers, which will guide students through a variety of reading and writing activities. Where necessary, the PowerPoint presentations will be narrated for additional guidance and appropriate YouTube clips will be made available for students to carry out further research tasks to enhance their subject knowledge. All students will be invited to a 'live' lesson once a month. Students will be assessed through mini quizzes on key ideas and submission of written work.</p> |
| Food and Nutrition | <p>Students will access the curriculum through PowerPoint presentations which will guide students through a variety of activities. Where necessary, the PowerPoint presentations will be narrated for additional guidance and appropriate YouTube clips will be made available for students to carry out further research tasks to enhance their subject knowledge. Students will be assessed through work submitted on Epraise.</p> |
| Humanities | <p>Students will access the curriculum through a combination of PowerPoint presentations and worksheets prepared by the subject teacher. These resources will provide guidance on how to complete the learning activities. Where it is necessary, the PowerPoints will be narrated for additional guidance and they will include appropriate YouTube or other educational clips to support students further. Students will also have an opportunity to take part in a 'live' tutorial once a month with their class teacher. In these sessions the teacher will check students' understanding and address misconceptions. Students will be further assessed through quizzes, short or extended written tasks.</p> |

| | |
|-----------------|--|
| ICT | Students will access the curriculum through a combination of PowerPoint presentations and worksheets prepared by the subject teacher. These resources will provide guidance on how to complete the learning activities. Where it is necessary, the PowerPoints will be narrated for additional guidance and they may include appropriate YouTube or other educational clips to support students further. Students will be assessed through quizzes and the work submitted via Epraise. |
| Languages | Students will access the curriculum through PowerPoint presentations (which may be narrated) and online documents, maps and quizzes, as well as websites such as Linguascope.com and apps such as Duolingo. Students will be assessed via a baseline quiz to ascertain the language(s) studied at Primary school and to what level. They will also record their voices. |
| Maths | Students will access the curriculum through a combination of independent study using HegartyMaths and other ICT tools. PowerPoint presentations will be prepared by their teacher with worksheets for further practice. There will be a weekly tutorial/feedback session with their class teacher. Students will be assessed by topic using the Build A Mathematician open book assessments and quizzes using HegartyMaths/Diagnostic questions. |
| PE | Students will access the curriculum through a series of structured PowerPoint presentations and online and written quiz-based activities tailored to that curriculum area. Students will be assessed both via their online and written assessments at the end of a unit and throughout to test their understanding. |
| Science | Students will access the curriculum through a combination of independent study using the Mastery Science online textbook, presentations prepared by subject teachers, selected pre-recorded lessons from the Oak National Academy and BBC Bitesize Daily and monthly 'live' tutorials with Science teachers. Students will be assessed using Mastery Science application questions and Retrieval Roulette. |
| Social Sciences | Students will access the PCE and Ethics curriculums through PowerPoint presentations that require research and evidence gathering activities in order to complete the activities set. For PCE, students' written responses to their 'thought' and 'theory' tasks in their booklets will be assessed. For Ethics and Citizenship, students' written responses will be submitted via Epraise. |

Year 8

Departmental Approach to Distance Learning

The Year 8 curriculum will be delivered by teachers using the style most appropriate for their subject and as agreed in their department teams. Instructions for each lesson will be shared with students and parents on Epraise. Work completed by students will be submitted using Epraise. Lesson resources will be made available using Microsoft Teams.

| | |
|-----------------------|---|
| Art | Students will access the curriculum through a combination of PowerPoint presentations and resource sheets which will guide students through a series of practical tasks they will complete in their sketchbook. In some lessons, the activity will be supported by a narrated PowerPoint and video clips to further explore the area of study. Students will be assessed through their sketchbook work which will be submitted at the end of the Distance Learning period. |
| Design and Technology | Students will access the curriculum through set lessons in a prepared booklet. The students will work their way through a booklet which contains a variety of activities. In some lessons, the activity will be supported by a narrated PowerPoint, which guides the students through the activity. Students will be assessed through the outcome of activities in the booklet, starting with an initial assessment of their current Design Technology experiences and then via a series of creative activities. Students will submit their completed booklets for assessment at the end of the Distance Learning period. |
| Performing Arts | Students will access the curriculum through PowerPoint presentations that require research and evidence gathering activities in order to complete practical and theory tasks in booklets. Students will be assessed through their written work in booklets. Practical activities will be assessed by the teacher via video evidence when required. |
| English | Students will access the curriculum through a combination of differentiated PowerPoint presentations and worksheets prepared by subject teachers, which will guide students through a variety of reading and writing activities. Where necessary, the PowerPoint presentations will be narrated for additional guidance and appropriate YouTube clips will be made available for students to carry out further research tasks to enhance their subject knowledge. All students will be invited to a 'live' lesson once a month. Students will be assessed through mini quizzes on key ideas and submission of written work. |
| Food and Nutrition | Students will access the curriculum through PowerPoint presentations which will guide students through a variety of activities. Where necessary, the PowerPoint presentations will be narrated for additional guidance and appropriate YouTube clips will be made available for students to carry out further research tasks to enhance their subject knowledge. Students will be assessed through work submitted on Epraise. |
| Humanities | Students will access the curriculum through combination PowerPoint presentations and worksheets prepared by the subject teacher. These resources will provide guidance on how to complete the learning activities. Where it is necessary, the PowerPoints will be narrated for additional guidance and they will include appropriate YouTube or other educational clips to support students further. Students will also have an opportunity to take part in a 'live' tutorial once a month with their class teacher. In these sessions the teacher will check students' understanding and address misconceptions. Students will be further assessed through quizzes, short or extended written tasks. |

| | |
|-----------------|--|
| ICT | Students will access the curriculum through a combination of PowerPoint presentations and worksheets prepared by the subject teacher. These resources will provide guidance on how to complete the learning activities. Where it is necessary, the PowerPoints will be narrated for additional guidance and they may include appropriate YouTube or other educational clips to support students further. Students will be assessed through quizzes and the work submitted via Epraise. |
| Languages | Students will access the curriculum through PowerPoint presentations, videos on YouTube and Teachvid and Oak National Academy specific lessons. They will also use apps such as Duolingo and websites including Linguascope.com as well as other resources such as uploaded vocabulary sheets. Students will be guided to self-assess according to teacher-set criteria. |
| Maths | Students will access the curriculum through a combination of independent study using HegartyMaths and other ICT tools. PowerPoint presentations will be prepared by their teacher with worksheets for further practice. There will be a weekly tutorial/feedback session with their class teacher. Students will be assessed by topic using the Build A Mathematician open book assessments and quizzes using HegartyMaths/Diagnostic questions. |
| PE | Students will access the curriculum through a series of structured PowerPoint presentations and online and written structured question booklets. Students will be assessed via their booklets online quiz responses throughout and at the end of a unit. |
| Science | Students will access the curriculum through a combination of independent study using the Mastery Science online textbook, presentations prepared by subject teachers, selected pre-recorded lessons from the Oak National Academy and BBC Bitesize Daily and monthly 'live' tutorials with Science teachers. Students will be assessed using Mastery Science application questions and Retrieval Roulette. |
| Social Sciences | Students will access the PCE and Ethics curriculums through PowerPoint presentations that require research and evidence gathering activities in order to complete the activities set. For PCE, students' written responses to their 'thought' and 'theory' tasks in their booklets will be assessed. For Ethics and Citizenship, students' written responses will be submitted via Epraise. |

Year 9

Departmental Approach to Distance Learning

The Year 9 curriculum will be delivered by teachers using the style most appropriate for their subject and as agreed in their department teams. Instructions for each lesson will be shared with students and parents on Epraise. Work completed by students will be submitted using Epraise. Lesson resources will be made available using Microsoft Teams.

| | |
|-----------------------|---|
| Art | Students will access the curriculum through a combination of PowerPoint presentations which will guide students through a series of practical tasks they will complete in their sketchbook. In some lessons, the activity will be supported by a narrated PowerPoint, video clips and links to online resources to further explore the area of study. Students will be assessed through the work they produce in their sketchbook, which will be submitted to the class teacher at the end of the Distance Learning period. |
| Design and Technology | <p>DT students will access the curriculum through a combination of independent research, PowerPoint presentations, video links and worksheets. Students will be assessed on the work they produce as a result of these activities.</p> <p>Graphics students will access the curriculum through an individual booklet containing a variety of resources and activities which will guide them through the first Assessment Objective of the first term's project. Students will work in sketchbooks. Students will be assessed on the work they produce as a result of these activities, which will be handed in on return to school following the Distance Learning period.</p> |
| Performing Arts | Students will access the curriculum through practical performance and composition activities which can be produced in a home environment. Fortnightly 'live' lessons and PowerPoint presentations will supplement these, giving students opportunities for feedback and asking questions. Students will be assessed through their written work in booklets. Practical activities will be assessed by the teacher via video or 'live' evidence when required. |
| English | Students will access the curriculum through a combination of differentiated PowerPoint presentations and worksheets prepared by subject teachers, which will guide students through a variety of reading and writing activities. Where necessary, the PowerPoint presentations will be narrated for additional guidance and appropriate YouTube clips will be made available for students to carry out further research tasks to enhance their subject knowledge. All students will be invited to two 'live' lessons a month. Students will be assessed through mini quizzes on key ideas and submission of written work. |
| Food and Nutrition | Students will access the curriculum through PowerPoint presentations which will guide students through a variety of activities. Where necessary, the PowerPoint presentations will be narrated for additional guidance and appropriate YouTube clips will be made available for students to carry out further research tasks to enhance their subject knowledge. Students will be assessed through work submitted on Epraise. |
| Humanities | Students will access the curriculum through a combination of PowerPoint presentations and worksheets prepared by the subject teacher. These resources will provide guidance on how to complete the learning activities. Where it is necessary, the PowerPoints will be narrated for additional guidance and they will include appropriate YouTube or other educational clips to support students further. Students will also have an opportunity to take part in a 'live' tutorial once a month. In these sessions the teacher will check students' understanding and address misconceptions. Students will be further assessed through quizzes, short or extended written tasks. |

| | |
|-----------------|--|
| ICT | Students will access the curriculum through a combination of PowerPoint presentations and worksheets prepared by the subject teacher. These resources will provide guidance on how to complete the learning activities. Where it is necessary, the PowerPoints will be narrated for additional guidance and they may include appropriate YouTube or other educational clips to support students further. Students will be assessed through quizzes and the work submitted via Epraise. |
| Languages | Students will access the curriculum through BBC Bitesize KS3 and GCSE AQA topics, PowerPoint presentations, TeachVid, Linguascope.com, Duolingo and online textbooks via a personal log-in. Students will self-assess using exercises from relevant modules of the online Foundation GCSE textbook, covering reading comprehension, including translation, and some writing. |
| Maths | Students will access the curriculum through a combination of independent study using HegartyMaths and other ICT tools. PowerPoint presentations will be prepared by their teacher with worksheets for further practice. There will be a weekly tutorial/feedback session with their class teacher. Students will be assessed by topic using the Build A Mathematician open book assessments and quizzes using HegartyMaths/Diagnostic questions. |
| PE | Students will access the curriculum through a series of structured PowerPoint presentations, practical performance and activities which can be produced in a home environment or external environment outside of school. Practical activities and understanding will be assessed by teacher via video or 'live' evidence when required and an accompanying set of quizzes will be set for students to complete throughout and at the end of units. |
| Science | Students will access the curriculum through a combination of independent study using the Mastery Science online textbook, presentations prepared by subject teachers, selected pre-recorded lessons from the Oak National Academy and BBC Bitesize and monthly 'live' tutorials with Science teachers. Students will be assessed using Mastery Science application questions and Retrieval Roulette. |
| Social Sciences | Students will access the PCE, Ethics and Citizenship curriculums through PowerPoint presentations that require research and evidence gathering activities in order to complete the activities set. Students will be assessed through their written responses to tasks which will be submitted via Epraise. |

Year 10

Departmental Approach to Distance Learning

The Year 10 curriculum will be delivered by teachers using the style most appropriate for their subject and as agreed in their department teams. Instructions for each lesson will be shared with students and parents on Epraise. Work completed by students will be submitted using Epraise. Lesson resources will be made available using Microsoft Teams.

| | |
|-----------------------|---|
| Art and Photography | Students will access the curriculum through a combination of PowerPoint presentations and resource sheets which will guide students through a series of practical tasks they will complete in their sketchbook. In some lessons, the activity will be supported by a narrated PowerPoint, web links and video clips to further explore the area of study. Written feedback and guidance could be given further to images of work produced being shared with the class teacher on a fortnightly basis. Students will be assessed through their sketchbook work which will be submitted at the end of the Distance Learning period. |
| Design and Technology | <p>DT students will access the curriculum through a combination of independent research, PowerPoint presentations, video links and worksheets. Students will be assessed on the work they produce as a result of these activities and through online quizzes.</p> <p>Graphics students will access the curriculum through an individual booklet containing a variety of resources and activities which will guide them through the first Assessment Objective of the first term's project. Students will work in sketchbooks. Students will be assessed on the work they produce as a result of these activities, which will be handed in on return to school following the Distance Learning period.</p> |
| Performing Arts | Students will access the curriculum through practical performance and composition activities which can be produced in at home. Fortnightly 'live' lessons and PowerPoint presentations will supplement these, giving students opportunities for feedback and asking questions. Students will be assessed through their written work online and in diaries or logbooks. Practical activities will be assessed by the teacher via video or live evidence when required. |
| English | Students will access the curriculum through a combination of differentiated PowerPoint presentations and worksheets prepared by subject teachers, which will guide students through a variety of reading and writing activities. Where necessary, the PowerPoint presentations will be narrated for additional guidance and appropriate YouTube clips will be made available for students to carry out further research tasks to enhance their subject knowledge. All students will be invited to two 'live' lessons a month. Students will be assessed through submitting their responses to set exam questions. |
| Food and Nutrition | Students will access the curriculum through PowerPoint presentations which will guide students through a variety of activities. Where necessary, the PowerPoint presentations will be narrated for additional guidance and appropriate YouTube clips will be made available for students to carry out further research tasks to enhance their subject knowledge. Students will be assessed through work submitted on Epraise. |
| Humanities | Students will access the curriculum through a combination of PowerPoint presentations, worksheets and booklets prepared by the teacher. Where it is necessary, the PowerPoints will be narrated for additional guidance and they will include appropriate YouTube or other educational clips to support students further. Students will also have the opportunity to take part in a 'live' tutorial once a fortnight with their class teacher. In these sessions the teacher will check students' understanding and address misconceptions. Students will be further assessed through submitting their responses to set exam questions and through completing online quizzes. |

| | |
|-----------------|---|
| ICT | Students will access the curriculum through a combination of PowerPoint presentations and worksheets prepared by the subject teacher. These resources will provide guidance on how to complete the learning activities. Where it is necessary, the PowerPoints will be narrated for additional guidance and they may include appropriate YouTube or other educational clips to support students further. Students will be assessed through quizzes and the work submitted via Epraise. |
| Languages | Students will access the curriculum through PowerPoint presentations, grammar worksheets and specific grammar sections of Languagesonline.org.uk and ilanguages, BBC Bitesize GCSE AQA topics, Oak National Academy lessons, Yabla.com, Linguascope.com intermediate materials, Foundation textbook online, past paper and sample GCSE Qs and photocards, and Duolingo app. Students will be assessed via grammar and vocab tests, assessments from the online GCSE textbook, and voice recordings. |
| Maths | Students will access the curriculum through a combination of independent study using HegartyMaths and other ICT tools. PowerPoint presentations will be prepared by their teacher with worksheets and exam questions. There will be a weekly tutorial/feedback session with their class teacher. Past paper exam style question packs will be given for additional practice. Students will be assessed by topic using the Pearson Check-up, Strengthen and Extend open book assessments and quizzes using HegartyMaths/Diagnostic questions. |
| PE | Year 10 students will access the curriculum through a series of structured PowerPoint presentations tailored to the topic, with accompanying written tasks to complete following the AQA specification. Practical performance and activities should be produced in a home or external environment outside of school. Pre-recorded or 'live' lessons (when appropriate) once per fortnight, will supplement these activities, giving students opportunities for feedback and asking questions. Students will be assessed through their written work online and throughout a unit with online quiz submission via PE classroom. |
| Science | Students will access the curriculum through a combination of independent study using the Oxford Revise: AQA GCSE Combined Science textbook, selected pre-recorded lessons from the Oak National Academy and BBC Bitesize Daily and fortnightly 'live' tutorials with Science teachers. Students will be assessed using practice exam questions and Retrieval Roulette. |
| Social Sciences | <p>Students will access the PCE curriculum through PowerPoint presentations that require research and evidence gathering activities in order to complete the activities set. Students will be assessed through their written responses which will be submitted via Epraise.</p> <p>Childcare students will access the curriculum through the guided use of Dynamic Learning and PowerPoint presentations that require research and evidence gathering activities in order to complete the activities set. Students will be assessed through their responses to the activities set, which will be submitted via Epraise and practice tests on the Dynamic Learning Platform.</p> <p>Hair and Beauty students will access the curriculum through PowerPoint presentations that require research and evidence gathering activities in order to complete the activities set. Students will be assessed through their responses to the activities set, which will be submitted via Epraise. Students will access some activities through Quizlet online.</p> <p>Sociology students will access the curriculum through PowerPoint presentations that require research and evidence gathering activities in order to complete the activities set. Students will be assessed through their responses to the activities set, which will be submitted via Epraise. Students are also assigned to a class on Seneca Learning which will be used for consolidation of learning and tests.</p> |

Year 11

| Departmental Approach to Distance Learning | |
|--|--|
| <p>The Year 11 curriculum will be delivered by teachers using the style most appropriate for their subject and as agreed in their department teams. Instructions for each lesson will be shared with students and parents on Epraise. Work completed by students will be submitted using Epraise. Lesson resources will be made available using Microsoft Teams.</p> | |
| Art and Photography | <p>Students will access the curriculum through a combination of PowerPoint presentations and resource sheets which will guide students through a series of practical tasks they will complete in their sketchbook. In some lessons, the activity will be supported by a narrated PowerPoint, web links and video clips to further explore the area of study. Written feedback and guidance could be given further to images of work produced being shared with the class teacher on a fortnightly basis. Pre recorded lessons will be available to give details of exam assessment criteria and ideas around how to present sketchbooks. Students will be assessed through their sketchbook work which will be submitted at the end of the Distance Learning period.</p> |
| Design and Technology | <p>DT students will access the curriculum through a combination of independent research, PowerPoint presentations, video links and worksheets. Students will be assessed on the work they produce as a result of these activities.</p> <p>Designing the Built Environment students will access the curriculum through a prepared booklet containing exemplar work and activities which will be completed by each student after viewing a series of supportive narrated PowerPoints. Students will in some activities be required to complete some general research using the internet. Students will be assessed via completion of the activities in the booklet and submission following the period of Distance Learning.</p> |
| Performing Arts | <p>Students will access the curriculum through practical performance and composition activities which can be produced in a home environment. Weekly 'live' lessons and PowerPoint presentations will supplement these, giving students opportunities for feedback and asking questions. Students will be assessed through their written work online and in diaries or logbooks. Practical activities will be assessed by the teacher via video or 'live' evidence when required.</p> |
| English | <p>Students will access the curriculum through a combination of differentiated PowerPoints and worksheets prepared by the subject teacher as well as either a hard copy or an online version of the text being studied. Resources will guide students through an active reading of the text being studied. Where necessary, the PowerPoints will be narrated for additional guidance and appropriate YouTube clips will be made available for students to carry out further research tasks to enhance their subject knowledge. All students will be invited to two 'live' lessons a month. Students will be assessed through submitting their response to set exam questions.</p> |
| Food and Nutrition | <p>Students will access the curriculum through PowerPoint presentations which will guide students through a variety of activities. Where necessary, the PowerPoint presentations will be narrated for additional guidance and appropriate YouTube clips will be made available for students to carry out further research tasks to enhance their subject knowledge. Students will be assessed through work submitted on Epraise.</p> |
| Humanities | <p>Students will access the curriculum through a combination of PowerPoint presentations, worksheets and booklets prepared by the subject teacher. Where it is necessary, the PowerPoints will be narrated for additional guidance and they will include appropriate YouTube or other educational clips to support students further. Students will also have the opportunity to take part in a 'live' tutorial once a fortnight with their class teacher. In these sessions the teacher will check students' understanding and address misconceptions. Students will be further assessed through submitting their responses to set exam questions and through completing online quizzes.</p> |

| | |
|-----------------|---|
| ICT | Students will access the curriculum through a combination of PowerPoint presentations and worksheets prepared by the subject teacher. These resources will provide guidance on how to complete the learning activities. Where it is necessary, the PowerPoints will be narrated for additional guidance and they may include appropriate YouTube or other educational clips to support students further. Students will be assessed through quizzes and the work submitted via Epraise. |
| Languages | Students will access the curriculum through PowerPoint presentations, grammar worksheets and specific grammar sections of Languagesonline.org.uk and ilanguages, BBC Bitesize GCSE AQA topics, Oak National Academy lessons, Yabla.com, Linguascope.com intermediate materials, Higher textbook online, past paper and sample GCSE Qs and photocards, and Duolingo app. Students will also undertake independent study using the listed resources and by accessing NewsinSlowFrench.com. Students will be assessed via grammar and vocab tests, assessments from the online GCSE textbook, and voice recordings. |
| Maths | Students will access the curriculum through a combination of independent study using their Personal Learning Checklist and other ICT tools. PowerPoint presentations will be prepared by their teacher with worksheets and exam questions. There will be a weekly tutorial/feedback session with their class teacher. Past paper exam style question packs will be given for additional practice. Students will be assessed by topic using the Pearson Check-up, Strengthen and Extend open book assessments and quizzes using HegartyMaths/Diagnostic questions. |
| PE | Students will access the curriculum through a series of structured PowerPoint presentations tailored to the subject area. Pre-recorded and 'live' lessons (where appropriate) once per fortnight, will supplement these giving students opportunities for feedback and asking questions. Students will be assessed against the submission of their assignments for each unit. Prior to the end of a unit, students will be assessed via a series of quizzes and written homework which they will submit online. Students doing Core PE will engage in practical based activities that can take place away from school in an appropriate environment via a series of PowerPoint presentations. Assessment will link with the AQA unit sports awards scheme whereby students will send in video evidence and get assessed accordingly against the set criteria within the scheme to the appropriate sporting disciplines. Assessment will occur throughout units with a set of online quizzes linked to the subject area. |
| Science | Students will access the curriculum through a combination of independent study using the Oxford Revise: AQA GCSE Combined Science textbook, selected pre-recorded lessons from the Oak National Academy and BBC Bitesize Daily and fortnightly 'live' tutorials with Science teachers. Students will be assessed using practice exam questions and Retrieval Roulette. |
| Social Sciences | <p>In Year 11, students will access the Ethics and Citizenship curriculums through PowerPoint presentations that require research and evidence gathering activities in order to complete the activities set. Students will be assessed through their written responses which will be submitted via Epraise.</p> <p>Childcare students will access the curriculum through the guided use of Dynamic Learning and PowerPoint presentations that require research and evidence gathering activities in order to complete the activities set. Students will be assessed through their responses to the activities set, which will be submitted via Epraise and practice tests on the Dynamic Learning Platform. Students will be required to practice exam papers which will be available on Epraise.</p> <p>Hair and Beauty students will access the curriculum through PowerPoint presentations that require research and evidence gathering activities in order to complete the activities set. Students will be assessed through their responses to the activities set, which will be submitted via Epraise. Students will access some activities through Quizlet online.</p> |

| | |
|--|---|
| | <p>Sociology students will access the curriculum through PowerPoint presentations that require research and evidence gathering activities in order to complete the activities set. Students will be assessed through their responses to the activities set, which will be submitted via Epraise. Students are also assigned to a class on Seneca Learning which will be used for consolidation of learning and tests.</p> |
|--|---|