

**Auckland College Independent School**

**Secondary Remote Learning Procedure**

**Whole-Class Isolation**

**Rationale**: To ensure the continued education of the students and to support working families if classes have to isolate in the future.

The guide below must be followed to ensure the highest quality of education for the students and also to ensure parents are not needed to deliver the learning to students during isolation.

It is an expectation that there will be regular live teaching and interactive tasks during any whole-class isolation and that there will be minimal reliance on worksheet and PowerPoint activities unless delivered through live teaching.

Please read through the information carefully so that you fully understand your role in any Live Online Teaching if a bubble you work in has to isolate.

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| **Initial Communication** |
| **Procedure for informing families about the isolation of students, online learning and expectations.**  **1. On receipt of a positive Covid test, Miss Boyd or the senior member of school staff will liaise with PHE to determine the correct form of action.**  **2. Staff members will be informed as to what the procedure is and who will be required to isolate.**  **3. Miss Boyd, or the senior member of school staff, will inform parents through email and ClassDojo. Depending on the time of day, parents may also be called to immediately pick up pupils. Pupils will also be informed by Miss Boyd or the Senior member of school staff at the appropriate time.**  **4. After all students and families have been informed a letter (Appendix 2) will be sent to inform parents and students of the arrangements for Home Online Learning until the class isolation period is over. Timetable for each year group (Appendix 1) will also be sent home.**  **5. Staff must then proceed to ensure that Home Online Learning, laid out in this document, is prepared and ready for the first full day of isolation.** |

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| **Expectations for staff** |
| **To be done immediately**   * **All students must be on and able to access their Google Classrooms for each subject immediately.** * **All students must be shown how to access work in Google Classroom as part of a school lesson this week.** * **Familiarise yourself with Zoom and how to present, share screen, manage participants and record sessions, as per our training session and documentation provided.** * **Ensure you are familiar with all online portals to be used during class isolation** * **Review your IT capacity at home to ensure you will be able to fulfil your duties as a teacher.** * **Notify SLT if there is anything else that you need to fulfil your duties.**   **Tasks in isolation**   * **Ensure your lessons are set and taught for the day according to the secondary timetable in Appendix 1. Zoom lessons may be limited to 40 minutes and the extra time must be managed by staff and communicated to pupils.** * **Work must be put onto Google Classroom each evening for the next day.** * **Lessons will follow the structure of the school day, as closely as possible (Appendix 1)** * **All work must be fed back and marked daily or the use of a feedback app is permitted.** * **Regular quizzes must be used (Quizlet or Kahoot) to assess understanding.** * **Any students not attending on any day must be contacted and names passed to MRA for review.** |

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| **Lesson Set up** |
| * **All lessons must be set on Google Classroom the previous evening with resources for students who are unable to attend Live Lessons, and times of Live Lessons.** * **All Lessons must be recorded and uploaded onto the school drive – named appropriately.** * **MRA will help you to make the settings on Zoom so that you can upload easily.** * **Video explanations for students not on Live lessons for main concepts are expected.** |

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| **Format of Full Live Lessons** |
| * **It is recommended that students turn cameras on and microphones are muted.** * **Work should not involve frequent printing or photocopying of worksheets** * **Live Lessons must follow the normal lesson pattern and the teacher must stay online throughout to support. Recap-Intro-Instruction-Task-Guided Marking – Plenary/assessment** |

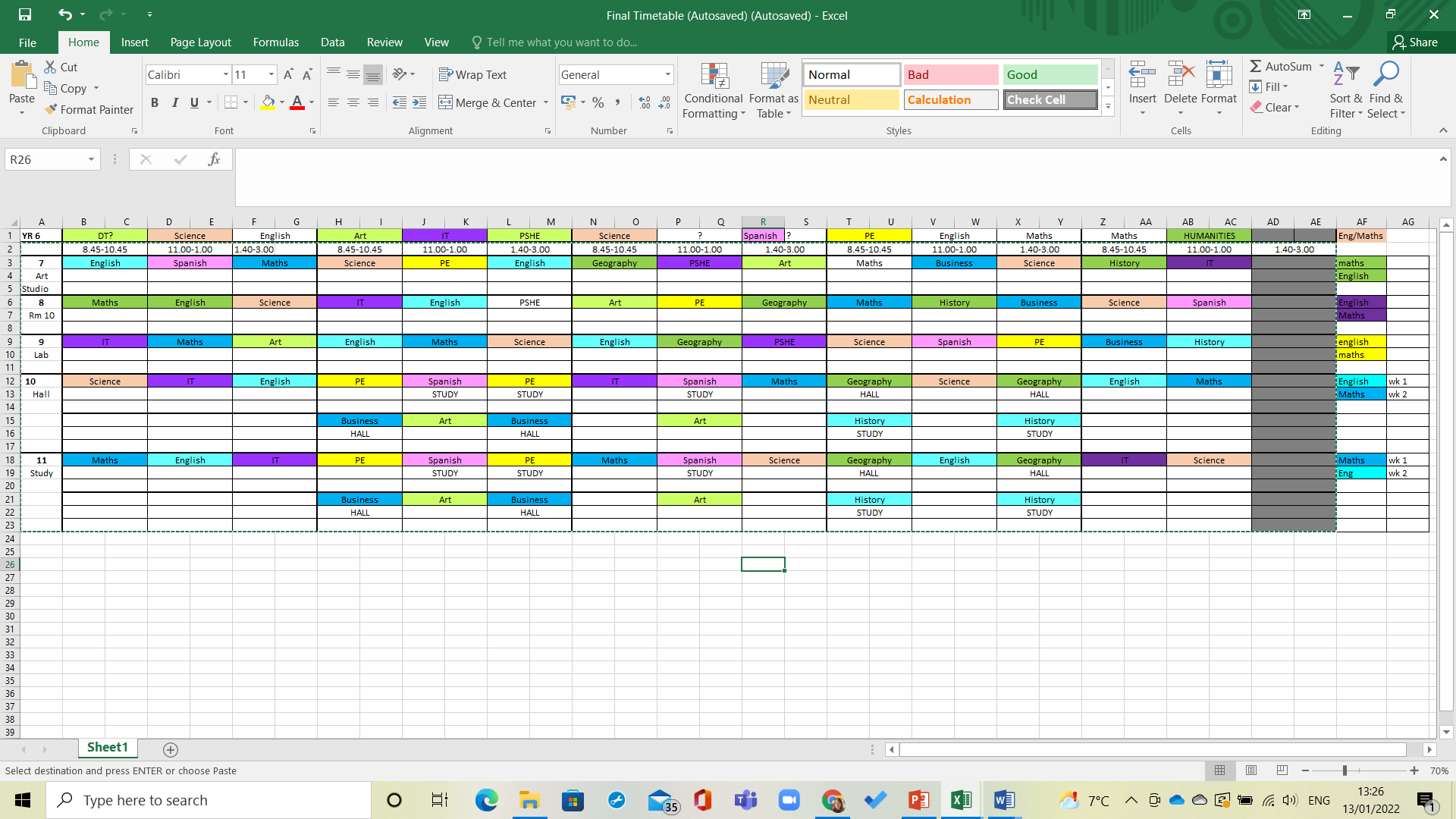
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| **Feedback** |
| * **Set work should include answers and class sessions should review answers** * **Approval and comment in Google Classroom on returned work.** * **Use of Learning Platforms, Google Forms and Kahoot quiz to check understanding after lesson. If this is completed in addition to set classwork, then the results can be recorded and full marking of work sent in through Dojo needs not happen.** * **Use of assessment systems can also be used for self-marking assessment.** |

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| **Learning Platforms** |
| * **Google Classroom** * **Mathswatch** * **Educake** |

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| **Student register** |
| **A register must be taken of each lesson. If a student misses one day of lessons – Or the equivalent over 2 days then their parents must be contacted to discuss alternatives.**  **Work packs to be sent and checked throughout Lockdown** |

**Appendix 1**

**Online Learning Timetable**



**Appendix 2**

**Letter to Parents,**

Dear Parents and Carers,

Today we have made the difficult decision to ask Year …. and the staff members associated with it to isolate at home for the next 14 days. This is in response to a positive Covid test in the group and recommendation from Public Health England.

At Auckland during lockdown we worked with you to ensure that the learning of our students was not impacted by learning from home, but now we feel that the Online Learning Programme provided to our students during this time must be developed even further.

We also believe there must be a constant communication between students, families and teachers, and that there is direct teaching and support for your children. This will lead to a much stronger provision during the isolation period.

Attached to this message is the timetable which will begin tomorrow (following the days of the week). Teachers will teach Live lessons over the next two weeks.

It is expected that all students join Live lessons and complete the work assigned each day for the fortnight, and if they aren’t able to then this is communicated to their subject teachers as soon as possible.

There will also be a short form time at the start of the day to check on students and discuss any difficulties or needs they may have.

The aim of this increase of direct teaching and teacher led activities is to ensure that the teaching and learning is a continuation of the classroom and also that pressure is taken off parents during isolation, though parental support in distance learning does have a dramatically positive effect.

All lesson information will be displayed on the students’ Google Classroom subject pages with supporting resources and information.

If you have any questions or need any support, please contact your child’s class teacher in the first instance. Miss Boyd and I are also here to support in any way we can and are fully contactable by telephone, email or ClassDojo message as usual.

Kind regards,

Mark Ramsden