Distance Learning Plan: Hutton Grammar School & Sixth Form: 2020/21

Wherever and whenever possible it is the school's intention for all students to be in school, full time; however, when this is not possible due to a localised lockdown or the absence of individual or groups of students due to an outbreak of coronavirus within the school the Plan outlined below will be implemented.

All Departments are asked to work on the assumption of a two week 'rota' for each year group with vulnerable and key worker students to access in school provision at all times.

All students and staff have been provided with specific information/training/guidance on the resumption of distance learning, including the use of Google Classroom; this has been done via whole school presentations at KS4 & 5 & within Computing lessons in KS3. These presentations have been forwarded to all students and parents.

The overarching principles for blended/rota learning will follow the concepts outlined below.

All work will be signposted via School Synergy which will be the initial point of contact for all distance learning. This point of contact will be used to signpost students and parents to additional resources.

All contact between home/school will take place via School Synergy.

Parents can expect all work set to follow the Guidelines outlined in 'Guidance for Full Opening of Schools'

Work set will be primarily resource based with 'Live Learning' limited & signposted in advance. As the assumption is that staff will continue to be in school to teach those students within the rota it will not be possible to teach 'live' whilst in the classroom for the majority of the time. The overarching principle of the school's approach to blended/rota learning is that those lessons in school will consist primarily of teacher exposition and the development of appropriate knowledge, skills and content whilst distance learning will focus primarily on consolidation and further development.

The school's aim is that the teachers will make contact with students (alongside responding to individual queries within 48 hours) on a weekly basis, as a minimum and respond to submitted work with the same frequency, dependent upon the nature of the tasks set. Work will be posted no later than 9am on the day of the lesson and may be provided in advance.

Work will be set for all students in relation to their timetable and follow the current Programme of Study/continue with the planned curriculum in order to ensure continued progress; students should therefore expect to access up to five lessons per day. This is to support continuity of learning.

Work which is to be set will be on a 'short term' basis with individual or small 'groups' of lessons provided at any one time. Students will not be set 'project work' which does not require regular student/teacher interaction and/or feedback.

Students and staff who require additional support regarding technology, or who have specific issues regarding access, will be identified and supported. If appropriate this will be through the provision of printed resources which will be made available.

In the event of school partial closure, due to an outbreak, the school will:

Notification of partial closure:

Whole Year Group:

- Provide resources for all students following Programmes of Study to support a clear and smooth transition/return to 'face to face' learning
- Where possible (dependent upon staff attendance and availability in school) provide a 'Live' or Recorded lesson **where possible.** These lessons are designed to support resource based lessons which will be provided via School Synergy. Yr11 and 13 lessons will be prioritised for this provision in the event of a partial lockdown.
- Provide at least weekly feedback for all students, supplemented by individual support and response to queries
- **Students considered as Vulnerable will be expected to remain in school, full time, at all times unless subject to specific isolation requirements**

Partial Year Group or 'Rota':

- Identify & inform students and parents the arrangements for those students who are in school for 'face to face' learning and which are to remain at home for distance learning
- As per Programmes of Study differentiate between which lessons are exposition based and which are developmental/supportive
- Where possible all students, irrespective of rota, will be given the same resources and the same information, with additional support as per appropriate for individual need
- Vulnerable students, who will be expected to remain in school at all times, will be placed in a specific 'bubble' and supported via Teaching Assistants

- **Students considered as Vulnerable will be expected to remain in school, full time, at all times unless subject to specific isolation requirements**

Partial School Opening Due to Staff Absence

In the event of partial school closure due to significant staff absence the following Year Groups will be prioritised:

Year 11 & Year 13

Year 10 & Year 12

This is due to the fact that they are preparing for external examinations. If further closures are needed the school will prioritise Years 11 & 13 for the same reason.

Years 7-9 will be asked to engage with Distance Learning

- **Students considered as Vulnerable will be expected to remain in school, full time, at all times unless subject to specific isolation requirements**

All students who are required to self isolate due to household members who are symptomatic, or are awaiting a test result, will have work set via School Synergy.

On a full return to 'face to face' teaching all departments will continue to engage in activities designed to ensure students are at a similar stage and have not been disadvantaged by distance learning. Any specific individuals, or groups, of students, will be supported as appropriate through the school's Catch Up Programme. This will be supported in all instances by the school's continued focus on Distributed Practice.

All Subjects will endeavour to use the following principles when delivering distance and blended learning:

Identify: within Programmes of Study which elements lend themselves best to 'face to face' learning and prioritise these within the classroom, supporting them with resource based activities which can be completed from home

Adapt: distance learning accordingly, based on student feedback and progression

Support: all students through regular contact, marking of written work and responding to individual need