

IVYBRIDGE COMMUNITY COLLEGE

Remote Learning Strategy

Guide for Parents/Carers



Parent Remote Learning Guide

This document outlines the approach taken by Ivybridge Community College to provide high quality Remote Learning for students unable to attend College in person due to the COVID-19 pandemic. This document is written in line with the West Country Schools Trust Remote Learning Guidance and adheres to all Government specific guidance.

Whether students are learning remotely or face to face in our classrooms, Ivybridge Community College strives to meet its Curriculum Vision. Our intent is that all learners always have access to a high quality, relevant and challenging curriculum. Learners continue to experience a broad and balanced curriculum that promotes intellectual curiosity and prepares them for the future.

Our aim is to deliver a coherent curriculum that inspires and builds on developing learners' knowledge and skills, helping them to all become successful learners, confident individuals and responsible citizens. The curriculum embraces creativity alongside a mix of more traditional subjects, blended with extensive extra-curricular enrichment opportunities, and places a high value on students' spiritual, moral, cultural, mental and physical development, living out The Ivybridge Way.

Throughout any remote learning, Curriculum Leaders have carefully considered the intent and coherence of their Remote Learning curriculum.

Mapping documents for each subject area will be adapted, as necessary, to ensure knowledge continues to build over time, topics are revisited and extended throughout the students learning journey and topics are interleaved, allowing them to readily make connections and deepen their knowledge.

Specifically, when providing remote learning we will:

- use a curriculum sequence that allows access to high-quality online and offline resources
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback
- provide support with IT or access printed resources, for pupils who do not have suitable online access
- provide additional support for students who find remote learning challenging.

When teaching students remotely we will:

- plan lessons and set assignment so that students have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally
- provide frequent, clear explanations of new content, delivered by a teacher in or through high quality curriculum resources
- gauge how well students are progressing through the curriculum, and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments
- plan a programme that is of equivalent length to the core teaching students would receive in College, ideally including daily contact with teachers

When will we provide remote learning?

Whilst schools are open as normal, temporary access to independent remote learning will be provided for individual students with a COVID-19 related absence and for groups of students required to isolate through test, track and trace.

Where the '[Government contingency framework](#)' is implemented and there is a partial College closure, remote learning provision will be provided for all students with the exception of students in Year 11 and Year 13, and key exam groups, who will still be able to attend face-to-face lessons in College. In the event of full College closure, remote learning will be provided for all students. Vulnerable students and students of key workers will be able to attend College.

Extreme Weather Protocol

Should the College need to implement their Extreme Weather protocol, where the weather threatens the safety of staff and students, the College will close and will revert to Tier 1 work for the first two days of closure. All parents will be notified as to whether this period of closure would then continue and live lessons would recommence or if the College would reopen.



Overview of the remote learning provision

Tier 1 College Open	Tier 2 Partial Closure	Tier 3 Full College Closure
<ul style="list-style-type: none">• Individual students and students identified through test, track and trace• Student independent learning (supported by teachers)• Independent Remote Learning resources accessed via Foldr (following the College curriculum)• Guidance documents and narrated instructional PowerPoint• Hand in on return and feedback in line with College policy	<ul style="list-style-type: none">• All students except Year 11 and 13 and exam classes• Student learning directed by class teachers• Remote Learning resources on Microsoft Teams (following the College curriculum)• Live lessons/guided learning following the College timetable• Teams link/ lesson work communication via Epraise 'classnotes'• Hand in via assignments on Microsoft Teams or on return (if short term)• Feedback in line with College policy	<ul style="list-style-type: none">• All students• Student learning directed by Head of Department subject strategy• Remote Learning resources on Microsoft Teams (following the remote learning curriculum)• Live lessons/guided learning following the College timetable.• Teams link/lesson work communication via Epraise 'classnotes'• Learning cycle hand in and feedback via assignments on Microsoft Teams in line with College policy

Guidance for Tier 1: College Open

If a student is required to isolate they will be provided with immediate access to independent remote learning for the duration of their absence from the College. Students will be given access to the Remote Learning Pathway through Foldr which is accessed through the quick links on the College website. Guidance on how to access these resources will be sent via email and are available on the College website.

The independent Remote Learning task set by subjects will include a compulsory task, additional stretch-it or extension task, and a curriculum enrichment offer. Students should complete the Remote Learning in the order they would have their subjects on their timetable, spending between 40 minutes and an hour on each lesson. Each subject will provide instructions on how to complete the Remote Learning work and which member of staff to contact if additional support is needed. The subject instructions will also explain how student work will be handed in. Please see the tier 1 Remote Learning Parent Guide for further information.

Tier 1 guidance for Sixth Form students:

Isolating students in Years 12 and 13 will continue to access learning in their subjects. Where possible, students will be able to join a face-to-face lesson remotely through Microsoft Teams. Where this is not possible, individual subject teachers will email students with specific guidance on work that needs to be completed by the student independently and how to access any resources.

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Tier 1: Individual / Groups of Students Self Isolating (Years 7-11)

College Actions	Student Actions	Parent Actions
<p>Ensure students know what books and resources they need to be able to successfully complete the Remote Learning Pathway.</p> <p>Communicate Remote Learning guidance via email.</p> <p>Provide high quality weekly Remote Learning Pathway resources and guidance through Foldr, following the College curriculum.</p> <p>RL Administrator/Key Stage Administrator to make contact at start of Remote Learning pathway and Academic Performance Leader to make contact if extended absence to check student wellbeing and learning.</p> <p>Monitor the completion of work from the Remote Learning Pathway and submission to class teachers on students' return to College.</p> <p>Provide student feedback in line with College policy on students' return to College as appropriate.</p> <p>Provide additional in-class support with learning where needed on student's return to College.</p> <p>Continue to set routine Home Learning on epraise where lessons are running as timetabled according to the College Home Learning Policy.</p>	<p>Where possible ensure that you have all your books and resources you need to complete your Remote Learning Pathway successfully.</p> <p>Check emails for Remote Learning guidance.</p> <p>Make sure you can log-in to Foldr to access and complete the Remote Learning Pathway tasks for your timetabled subjects.</p> <p>Email the subject contact or Year group support email if you require additional support with your Remote Learning Pathway.</p> <p>Submit your completed Remote Learning Pathway work to your class teachers on return to College or as instructed by your teachers.</p> <p>Act on any feedback given to improve your work completed during the Remote Learning Pathway.</p> <p>Engage with any additional support provided by your teachers on your return to College.</p> <p>Use epraise to access your Home Learning and KITE work and complete for all of your subjects where lessons are running as timetabled.</p>	<p>Where possible ensure that your child has all their books and resources needed to complete their Remote Learning successfully.</p> <p>Check emails for Remote Learning guidance.</p> <p>Support your child with accessing and completing the Remote Learning Pathway using Foldr.</p> <p>Encourage your child to make email contact with the subject contact or support email if any additional support is required with the Remote Learning Pathway.</p> <p>Support your child to submit their Remote Learning work to their class teachers on return to College, or as instructed by their teachers.</p> <p>Encourage your child to act on any feedback given to improve their work completed during the Remote Learning Pathway.</p> <p>Encourage your child to engage with any additional support provided on their return to College.</p> <p>Use the epraise parent log-in to support your child with any routine Home Learning (homework) set by class teachers where in-school lessons are running as timetabled.</p>

Guidance for Tier 2 and Tier 3: Partial or full closure

As defined by the Government, students in Key Stages 3 and 4 are expected to complete 5 hours work a day during remote education, and for those in Key Stage 5, the number of hours should be in line with students' normal programme of study.

Students accessing learning in College

Students accessing face-to-face learning in College will continue to follow their timetable and the structure of the College day as normal. They will follow the same curriculum as students receiving remote learning.

Students accessing Remote Learning

Students unable to attend College in person will be able to access their normal timetable of lessons through Microsoft Teams.

An [instructional briefing](#) demonstrating how to access the lessons can be found on the College website.

In order to support the transition to Remote Learning, we have adjusted the lesson time to 45 minutes to allow students to take screen breaks between each lesson to support wellbeing and reduce screen fatigue.

The adjusted lesson times are:

	Years 7 and 8	Years 9 and 11	Years 10 and 12/13
Registration 8.50-9.10	8.50 log-in 8.55-9.10 Registration	8.50 log-in 8.55-9.10 Registration	8.50 log-in 8.55-9.10 Registration
Block 1 9.10-10.10	9.20 -10.05 lesson 1	9.20-10.05 lesson 1	9.20-10.05 lesson 1
Block 2 10.10-11.40	10.20 -10.40 lesson 2a Break: 10.40-11.10 11.10 -11.35 lesson 2b	10.20-11.05 lesson 2 Break:11.10 -11.40	Break 10.10-10.40 10.50-11.35 lesson 2
Block 3 11.40-12.40	11.50-12.35 lesson 3	11.50 -12.35 lesson 3	11.50-12.35 lesson 3
Block 4 12.40-2.10	12.50 -1.10 lesson 4a Break 1.10-1.40 1.40-2.05 lesson 4b	12.50-1.35 lesson 3 Break 1.40-2.10	Break 12.40- 1.10 1.20-2.05 lesson 4
Block 5 2.10-3.15	2.20-3.05 lesson 5	2.20-3.05 lesson 5	2.20-3.05 lesson 5

Teaching students remotely

Teachers will deliver the planned curriculum to students through a variety of Teaching and Learning strategies via Microsoft Teams. Live lessons will include

periods of teacher instruction as well as guided learning tasks for the students to complete during the lesson time with support from the teacher as necessary.

Lesson materials and further support materials will be available for students to access through Microsoft Teams. Teachers will use a range of strategies to monitor the progress of students and students will be asked to submit key pieces of work through the 'assignment' function on Microsoft Teams.

Home learning

Students will be required to complete some consolidation tasks to support with their learning each day. This can be completed from the content covered in lessons as well as from the KITE journal. Students can use the self-testing toolkit (further information on the website) to help create resources which will help them to review and reflect on their learning. In any normal circumstances we would expect students to complete independent KITE learning each day and during the period of remote learning, we continue to encourage students to keep up with these good learning habits.

Enrichment/independent learning activity suggestions for all subjects across all year groups will also be available for students to access via the College website should they wish.

We continue to celebrate high levels of effort in line with our Effort driven culture at the College.

Students in the Sixth Form and Year 11 will be set specific home learning tasks by their teachers, as appropriate, to complete in addition to the independent learning they complete in their study blocks.

The setting of Home Learning will be continually reviewed throughout any period of full closure, specifically with regard to the length of closure and the recommendations provided by the Government.

Assessment and feedback

As per the College policy, teachers will continue to regularly assess and monitor student progress. Assessment opportunities will be built into lessons frequently and may take the form of directed questioning as well as voluntary student responses using the raise hand function, class responses and feedback using the chat box function, use of Microsoft forms and assignments for students to submit work to their teacher, low stakes quizzes and other platforms appropriate in each department. We do expect all students to actively engage in lessons in order to make progress and receive appropriate feedback. We expect 'No Opt Out' in all lessons in line with normal classroom expectations. All forms of ongoing assessment will inform our responsive planning for subsequent lessons. Students will receive individual feedback during lessons and whole-class feedback where appropriate as per our normal College policy.

Students and parents will continue to receive feedback on Effort and Conduct as per the College calendar, regardless of whether the learning is remote or face-to-face. We encourage parents to monitor student attendance, demerits and praise points on epraise in the normal way throughout any period of Remote Learning.

Ivybridge Community College Remote Learning Policy: Teaching and Learning Strategy

Tier 2 and 3: Remote Learning Provision for Partial or Full Closure

College Actions	Student Actions	Parent Actions
<p>Ensure students know what books, resources and ICT access is required to be able to successfully complete Remote Learning.</p> <p>Communicate lesson arrangements and Teams link/ lesson work via epraise 'classnotes'</p> <p>Provide high quality Remote Learning lessons and support through Microsoft Teams subject/class pages following the College curriculum.</p> <p>Contact with student from the Pastoral Team and/or class teachers to check wellbeing and learning (communication via email/phone call or Microsoft Teams as appropriate)</p> <p>Register students in every live lesson and monitor attendance and punctuality. Follow up attendance concerns with parents.</p> <p>Monitor submission of set work to class teachers through Microsoft Teams or on student return to College, depending on the duration of Remote Learning.</p> <p>Provide timely student/class feedback in line with the College feedback policy and use to inform in-class provision on return to College.</p> <p>Provide additional support with learning where needed, either through Remote Learning provision or on student return to College.</p> <p>Adapt Home Learning expectations to support Remote Learning and communicate expectations via epraise.</p>	<p>Where possible ensure that you have all your books and resources needed to complete your Remote Learning successfully.</p> <p>Check epraise for communication about your lessons and links to the Microsoft Teams.</p> <p>Make sure you can access and complete your Remote Learning through your Microsoft Teams subject/class Teams pages.</p> <p>Email your Tutor or class teachers for specific Remote Learning questions or use the Year Group support email for general enquires.</p> <p>Attend and be on time to all of your live lessons on Microsoft Teams. Contact the College if there is a reason why you cannot join a lesson.</p> <p>Submit your completed Remote Learning work to your class teachers, when directed, through Microsoft Teams or on your return to College, as directed by your class teachers.</p> <p>Act on any feedback given by your teachers to improve your work completed during Remote Learning.</p> <p>Engage with any additional support provided by your teachers during Remote Learning and/or on your return to College.</p> <p>Complete your KITE work and any Home Learning set to support your Remote Learning.</p>	<p>Where possible ensure that your child has all their books, resources and the ICT access required to complete their Remote Learning successfully.</p> <p>Encourage your child to check epraise for communication about their lessons</p> <p>Support your child with accessing and completing all of their usual timetabled lessons virtually using Microsoft Teams</p> <p>Encourage your child to make email contact with their Tutor, class teachers or Year Group support email, if additional support is required with Remote Learning.</p> <p>Encourage your child to attend all live lessons and inform the College Attendance Team of any illness or absence.</p> <p>Support your child to submit their completed Remote Learning work to their class teachers, when directed, through Microsoft Teams or on their return to College.</p> <p>Encourage your child to act on any feedback given to improve their work completed during Remote Learning.</p> <p>Encourage your child to engage with any additional support provided by their teachers during Remote Learning and/or on their return to College.</p> <p>Support your child to complete their KITE work and any Home Learning set to Support Remote Learning.</p>

Remote Education for Isolating Students during partial or full closure

Self-isolating students will still be able to attend their live lessons on Microsoft Teams as normal. If a student who normally attends College in person has to self-isolate they will be given support to attend live lessons from home or will be provided with Tier 1 electronic or paper based resources as appropriate. If a student becomes unwell during a period of self-isolation and is unable to participate in learning, they should inform the College absence line as usual.

Support during Remote Learning

Access to ICT

The College will work with parents/carers and students to ensure that all students have appropriate access to IT to attend live lessons and complete Remote Learning from home. Where students do not have access to IT, or experience internet issues when accessing live lessons, they may be invited to attend College in person, provided with a loan laptop, or given temporary access to electronic or paper based independent Remote Learning resources until the situation can be resolved.

Support for students with SEND

At Ivybridge Community College, we believe in a fully inclusive education whether delivered in College or remotely.

We fully recognise that some students with SEND may not be able to access remote education without adult support and so we are working with families to deliver a broad and ambitious curriculum. As such our SEND team ensure that every student with SEND is contacted at least fortnightly by phone to support their pastoral and academic needs.

Our contingency plans to meet individual needs for all students with SEND include:

- All teaching staff continuing to follow and support MyPlans and EHCP plans as closely as possible and make reasonable adjustments to their teaching in live lessons
- All students with SEND having access to in College provision where they may access Teaching Assistant support in lessons and/or coaching and mentoring to support them fully accessing Remote Learning when at home – some students may attend on an adhoc basis to support their learning in certain subjects
- All students can be provided with printed resources, such as textbooks and workbooks, coloured exercise books where necessary
- All EHCP students can continue to have access to their statutory interventions and where capacity allows and is not affected by Covid restrictions interventions for other students with SEND will also continue

We continue to encourage all learners with SEND to work to the best of their ability and recognise this through our epraise reward system as well as special recognition postcards being sent home.

Should students or parents have any concerns or queries with their Remote Learning they are asked to contact the College as follows: For Assistant SENDCOS, Abi Newman Director of SEND or Amy Pearce Assistant Principal with oversight of SEND via send@ivybridge.devon.sch.uk.

Safeguarding during Remote Education

The safety and safeguarding of all of our students and staff continues to be paramount, whether they are working in College or from home. Tutors are in touch daily with their Tutor groups through the usual morning Tutor time programme, both in person and online. The Safeguarding and Pastoral Teams are working with families to ensure that all learners are able to access work and that we are still supporting all our students. Attendance to lessons is monitored in the usual way, through class registers and following up on any absences to ensure that all students are accounted for. Phone calls are made regularly to support students' welfare. We are also working closely with our Educational Welfare Officer to support students out in the community. Home visits are made as appropriate to support safeguarding.

During Remote Learning live lessons, electronic devices must not be used to:

- Record, take or share images, video and audio on any electronic device
- Store and/access inappropriate/undesirable imagery or material, including those which promote pornography, violence or bullying of any description
- Record, take or share any images, video and audio of other students or staff at the College
- Join lessons other than those on their timetable under their Ivybridge accounts or otherwise.

All live lessons delivered via Teams will be recorded. All students will be made aware once the recording is started (after the register is taken). Recordings for lessons in Years 7 to 11 are disabled for students to access after the lesson. Students may be granted individual access to a specific lesson if requested for a specific purpose such as catching up on missed work.

If any parent/carer has any concerns of a safeguarding nature, please contact safeguarding@ivybridge.devon.sch.uk as a matter of urgency.

Standards and Expectations

The College continues to have high expectations throughout Remote Learning. All students should have access to high quality lessons without disruption due to poor conduct from other students. As such, we have updated our Standards and Expectations at the College to include Remote Learning.

The information below is intended to provide further information and guidance on the College's existing Standards and Expectations.

The health and safety of our students and staff remains of paramount importance as does the quality of Teaching and Learning. For these reasons we have further adapted our approaches to aspects of the existing Behaviour and Discipline Policy (December 2020). As a result, and in line with the whole College PACE strategy, Remote Learning expectations will be made clear and will be reinforced by class teachers and Tutors.

The Remote Learning expectations for students are:

1. On time to lessons, Super 7, Dressed appropriately, cameras on
2. Focus on your own work
3. Follow staff instructions first time
4. No opt out
5. Respect the environment and others

Any low level behaviour incidents during Remote Learning will lead to a verbal warning from the teacher to the student not meeting the expectations. If this is repeated, the student will have their "chat function" removed and/or their microphone muted. This will be communicated to parent/carers using epraise (please ensure your notifications are enabled to receive such communications). Should there be a serious incident during a Remote Learning lesson or if there is repeated failure to meet the remote learning expectations within the same subject, then a student will be removed from the lesson. This will lead to further parent/carer communication and consideration of an appropriate consequence to minimise the disruption of online learning moving forward.

Frequent failure to meet the Remote Learning expectations, or in the case of an extreme incident, will result in further consequences which may include not allowing access to Remote Learning online for a period of time.

Where a student may have additional special educational needs, the College Pastoral/SEND Teams will consider making reasonable adjustments to the systems outlined above which will be personalised for those individual students if appropriate.

In accordance with the Governing Board's expectation, all such documents and policies are reviewed regularly to ensure that they remain relevant and appropriate in the current and changeable COVID context.

Contacting the College

Remote Learning enquiries should be sent by email to the appropriate Year Group support email.

Year7Support@ivybridge.devon.sch.uk

Year8Support@ivybridge.devon.sch.uk

Year9Support@ivybridge.devon.sch.uk

Year10Support@ivybridge.devon.sch.uk

Year11Support@ivybridge.devon.sch.uk

Year12Support@ivybridge.devon.sch.uk

Year13Support@ivybridge.devon.sch.uk

For all other forms of communication with the College, the normal communication processes should be followed.

