Remote Learning at John Taylor Free School

Guidance for Students, Parents and Carers

7 ways to succeed and thrive when working remotely

Each hexagon builds onto the next and supports you to succeed and thrive

1.
Routine is your best friend.
The Sleep Foundation recommends teenagers need 10-12 hours of sleep each night.

2.
Be an effective **self-manager**. Set your alarm to get up and go to bed at regular times.

3.
Use your regular timetable, which will provide structure and help you to organise your day. Plan out your timings for each lesson.

4.
Organise a consistent workspace. Try to work in a quiet space without distractions, preferably at a desk or table if you have access to one.

Parents can access information at-
http://nationalonlinesafety.com/enrol/john-taylor-free-school

5.
Stay safe online.
Try to limit your time on screen as it can affect mood and sleep patterns.

6.
Keep healthy and hydrated. Are you getting your 5-a-day in a balanced diet? Do you drink 1.5litres water a day and limit caffeine and fizzy drinks?

7.
Be kind to yourself and stay connected with school. Your Personal Tutor will be in contact with you. You can also contact them!

Version 6 – 23/06/2021

Remote Learning

The named person for remote learning is Miss E O'Mara.

Remote Learning at JTFS is deliberately planned and sequenced to enable all learners to **succeed and thrive**. As a research informed school, we draw on the evidence from the Education Endowment Foundation which states that the quality of provision is more significant than the way in which it is delivered. Therefore, there will be a combination of live lessons, pre-recorded information and set tasks; the method of delivery is chosen to ensure that it is most effective for that subject.

This document provides an overview of our intentions and expectations. Our remote learning lessons are planned around three core concepts, retrieval, new learning, and enrichment. This means that there will be broadly 3 sections to the work – retrieval practice which consolidates their prior learning; new content and *an optional* enrichment element which is related material to broaden or deepen their thinking around the subject, driving question or year 9 learning focus.
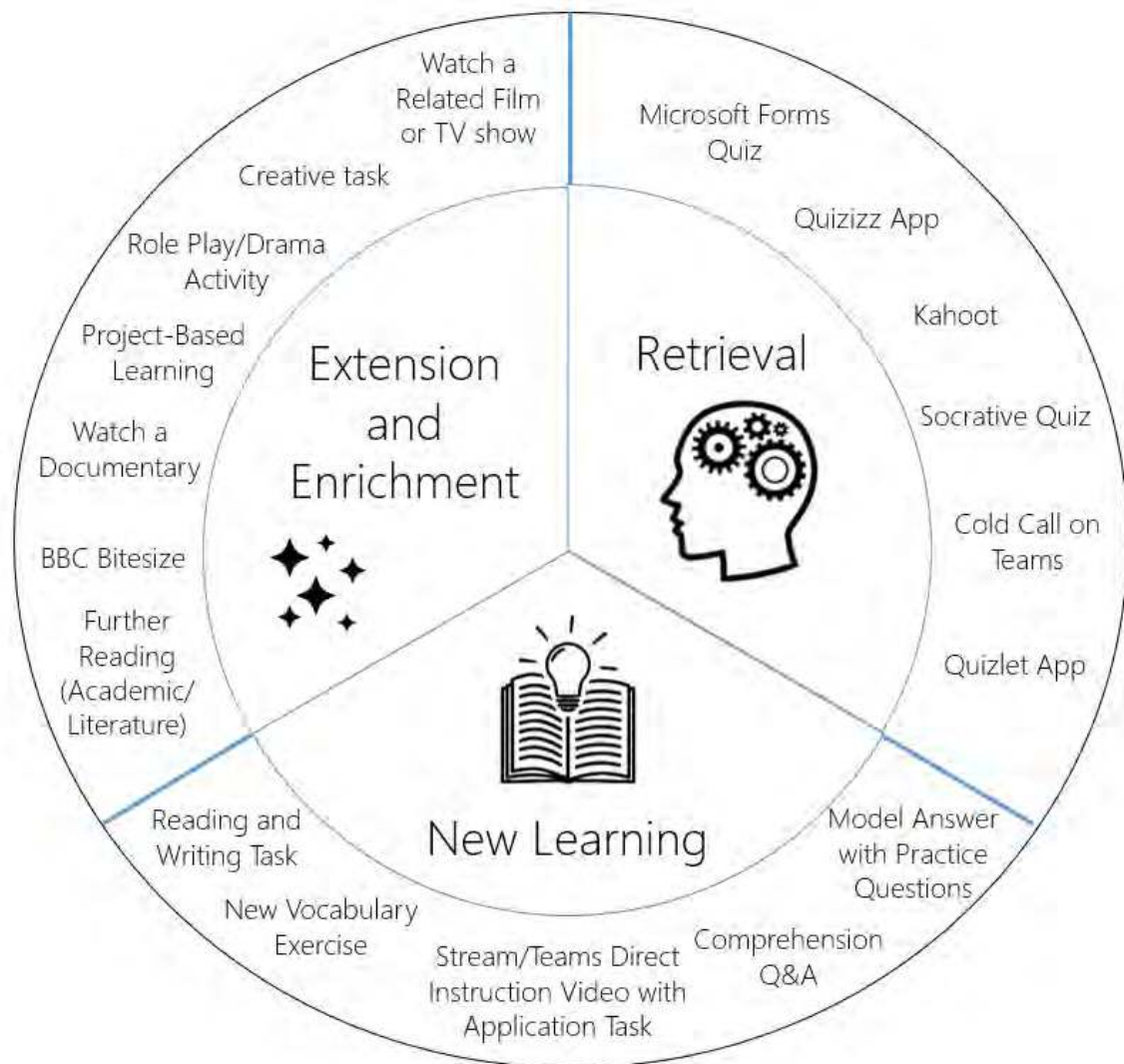
Replicating the classroom remotely

- Planning for lessons will be uploaded weekly onto Go4Schools for 9am every Monday morning.
- All deadlines will be for Friday at 4pm.
- Students will continue to use their existing timetable, enabling a breadth and variety to their daily routine.
- Where a whole tutor group is isolated Personal Tutors will conduct Tutor Time remotely every day via teams from 9:00 - 9.20am.
- If a small number of students within the group are isolating Personal Tutors will contact you via Teams once per week as a small group or an individual weekly phone call will be made.
- PTs and LTs may send emails to help you feel connected. We encourage students to communicate through emails should they have questions or need support. Please remember staff may be teaching so students may not get an instant response.
- Remote Learning will be consistently titled on Go4Schools in the homework section e.g.

ENGLISH REMOTE LEARNING 14.09.2020

- A 30-minute (single lesson) or 60-minute (double lesson) will be available. Guided learning times gives a minimum time requirement of engagement from students.
- Extension and enrichment opportunities structures deeper learning and challenge. This goes beyond the 30/60-minute lesson time. The reading list attached can support this.
- Our planning is robust and challenging for all, please understand that timings are only a guidance.
- If work is completed in 15 minutes, this is an indicator that further depth is needed.
- Similarly, if your child has exceeded the time suggested, then encourage them to move on to the next lesson or seek support via email with their subject teacher or Personal Tutor. Contact information can be found here.
- As with school learning we are aware that timings will vary for each student. Please support your child to collaborate effectively with their LSAs, PTs and key workers to ensure expectations, timings and outcomes are clear.
- Subjects will deliver a combination of learning opportunities. There will be live lessons on Teams, pre-recorded modelling and explanations via Stream coupled with information and guidance on Go4Schools.
- The driving questions in years 7 and 8 and our year 9 focus of an *Extended Project* providing the opportunity for wider research which is detailed later in this document.
- We would recommend a standard day of remote learning to be a minimum of **five hours** learning per day, constructed of subject specific learning detailed on Go, DEAR time and other extension opportunities surrounding our driving questions or year 9 focus. Refer to the suggested reading list in this document to support this.

The link below is our support guide for the use of Technology for Remote Learning

https://johntaylorfs.schoolzineplus.co.uk/_file/media/1382/student_home_learning_ict_support_guide_version_2.0.pdf

Ensure DEAR time continues daily when remote learning

As a school where reading is central to our learning process, we encourage students to engage independently with a broad range of literature across a variety of forms, genres and socio/historical contexts. **DEAR (Drop Everything And Read)** time provides a weekly structured time enhancing **a lifelong love of reading** through the celebration of language and stimulation of intellectual curiosity. Active engagement in reading develops students' ability to both write and to speak engagingly and authoritatively across a variety of different contexts to prepare them for the demands of further education and the world of employment. We suggest that 15 mins DEAR time is a daily structured part of your remote learning routine.

Thrive at home

At JTFS, we want you to have experience of a broad range of topics, activities and adventures which will enrich your life; we want you to thrive. Each week we will help students to do this in a variety of ways – through lessons, Personal Tutor time, Thrive at home activities, STRIPE resources and through the extension and enrichment opportunities. Information will be published weekly on Go4Schools. The link below takes you to the resources and information relating to mental health and well-being, alongside self-care activities and useful links.

https://johntaylorhighschool.sharepoint.com/sites/JTFSLearningStudents/SitePages/THRIVE.aspx

Being an effective self-manager and organising your timetable

Base each day around your normal timetable using the template below. Each single lesson should involve a minimum of 30 minutes focus to ensure high quality learning is being produced. To support this an additional further 20 mins engagement in enrichment or research towards the driving question can provide extra stretch and challenge. Use the template below to organise your week. Create a plan that allows you to **work hard** whilst being **kind** to yourself.

		Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.20 20 mins	Tutor Time via Teams					
50 mins	Lesson 1					
50 mins	Lesson 2					
11.00-11.15	Break					
50 mins	Lesson 3					
50 mins	Lesson 4					
30 mins	Lunch					
15 mins	DEAR time					
50 mins	Lesson 5					
50 mins	Lesson 6					

Attitude to learning and high expectations

Expectations
- Remote learning or learning in school our expectations remain the same. **Turn up, work hard, be nice.**
- All teachers will keep a weekly engagement checker to enable us to celebrate positive engagement coupled with working with families to understand if there are any barriers to engaging with work or technology.
- Personal Tutors, subject teachers and the progress team will work together to ensure students continue to succeed and thrive. This will be monitored weekly with intervention provided on an induvial basis. This will be discussed via a supportive phone call home. It is vital we work together, with open communication.
- When students are taking part in live lessons, they must be appropriately dressed and not be interrupted by younger siblings or others in the house. It remains the parent's responsibility to safeguard their child whilst they are learning remotely. Language should be professional and appropriate – including any family members in the background.
- Live lessons will be delivered in groups only – or there will be a request for a parent to be present. Computers should be in an appropriate location, for example not in bedrooms, and backgrounds should be blurred where possible.
- Live lessons may be recorded by staff.
- The "Netiquette" The Self Manager Guide to learning online assembly shared with students on Friday 8 Jan is found in the link below.

https://johntaylorfs.schoolzineplus.co.uk/_file/media/1488/self_manager_guide_remote_learning.mp4

Guidance for submitting work via Teams and assignments
https://web.microsoftstream.com/video/0d5e4b8f-add0-4e4e-a472-9c7b30b6dede

Feedback
Feedback follows the same principles as 'in class' teaching. Staff choose the most appropriate method for the content being delivered. This includes whole class feedback, personalised feedback, personalised next steps and emailed/Teams chat comments.

Students with additional needs

Teachers will ensure that work for students with SEND is personalised and appropriate for each child according to their SEND learning passport. Additionally, students with SEND will be supported to access remote learning by their personal tutor and their SEND key worker who will make regular contact to ensure they are organised, able to use technology proficiently and have any further support they require with processing and completing tasks. The SEND key worker is also available to support students with their wellbeing needs.

Students in our Guided Learning programme will continue to access their personalised small group lessons live via TEAMS. Our Assistant SENCo, Mrs Ceney, will monitor provision for students with SEND closely, offering support when needed. All EHCP annual reviews will run as timetabled but remotely via TEAMS. Support from external agencies will continue to be offered remotely, according to each agency's risk assessment policy.

If you do have any queries regarding support with remote learning for students with SEND, please contact us in school: **Mrs L Ceney (Assistant SENCo): l.ceney@johntaylorfreeschool.co.uk**

Supporting digital and online access at home

Method

For students that do not have a devise at home and have been asked to self-isolate, please communicate with the school office so we can support a short loan of a school-owned laptop. The loaning of this will require parents to sign user agreement for the duration of the home learning period. This provision can be processed as you collect your child, so there will be no barriers to accessing home learning.

Wifi

We can submit a request via DfE to increase 4G data via phone network or apply for a 4G wireless router. Please contact your child's personal tutor to discuss this.

Using STRIPE to organise and select ideas to answer a driving question or year 9 extended project

Years 7 and 8 explore two questions throughout their subjects in **Term 3** and year 9 will be planning and delivering an extended project which draws on all of their STRIPE skills and subject specific knowledge. They will have to work together and independently in order to be successful. This level of research will prepare them effectively for their Key Stage 4 programmes and GCSE curriculum. Parents can encourage and support their child by developing these key skills at home.

Year 7

When do we celebrate?

How do superpowers improve our society?

Year 8

Who and what has changed the world?

How does the past and present inform your future?

Year 9

Extended Project

Year 7 and 8 students are expected to draw together this learning and try to answer **ONE of their driving questions**.

Year 9 students are expected to draw together this learning to complete an extended project.

Please click on the links below to assess each year groups collection of Learning Organisers. Students can use this as a starting point to their planning and research.

Year 7 Learning Organisers – How do superpowers improve our society?

Year 7 Learning Organisers – When do we celebrate?

Year 8 Learning Organisers – Who and what had changed our world?

Year 8 Learning Organisers – How does the past and present inform your future?

Year 9 Learning Organisers – Extended Project

Here are some ideas that can be used to respond to the driving question or extended project.

1. Create a mind-map to show your ideas, understanding, learning surrounding this question or extended project
2. Research and present people who could be related to one of the driving questions or extended project
3. Research and present the negative effects connected to your driving question or extended project
4. Create a poem or short story about one of the driving questions or extended project
5. Write an article around one of the driving questions or extended project
6. Creating a piece of art or craft that responds to a driving question or extended project
7. Writing a speech, song or rap about one of these questions or extended project