



Lincoln Christ's Hospital School

Remote Learning: Quality Assurance Policy

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This policy sets out how we will quality assure our remote learning offer during a whole-school lockdown. This policy is linked to the following policies:

- Remote Learning Policy;
- Remote Learning: Teaching and Feedback Policy.

All of the policies are in place to ensure that all staff know their role in ensuring we meet the statutory expectations for remote learning.

Our remote learning offer states that LCHS staff will, 'attempt to replicate the timetable that pupils follow through the course of a normal school day'¹. Our offer meets the statutory expectations (as set out in the Remote Learning: Teaching and Feedback Policy) and includes:

- Staff setting work for each timetabled lesson on ClassCharts – making sure the 'Issue date' is the day of the lesson and that the title of the lesson is in the following format **Day Date – Subject – Lesson** (e.g. Fri 8th Jan – Math – P3);
- The work set should be as close as possible to the offer which would have been available in the classroom. The work should be sequenced thoughtfully to support progression and should be ambitious;
- Staff recording engagement with the lessons using the 'Homework' register within ClassCharts;
- MS Teams session(s) for each subject, each week as per the Lockdown Timetable with attendance to sessions marked for all in ClassCharts.

Our quality assurance is delivered in three strands:

- **Strand One: Frequency Setting – Progress Leaders**
- **Strand Two: Lesson Quality – Heads of Department**
- **Strand Three: Expectation Sampling – Leader of Online Learning**

These strands feed into a staged approach. The stages are in place to ensure that LCHS is meeting statutory requirements throughout lockdown.

Strand One: Frequency Setting – Progress Leaders

Each week, each Progress Leader will take a random sample of ten student timetables. They will review the work set on ClassCharts for each of the ten students for the previous week. They are looking to check that the student was set five lessons (or more) each day as per their usual school timetable. For Sixth Form, the check will be that there has been a lesson set for each timetabled lesson with homework included or set as additional homework to guide the independent learning for that subject.

Progress Leaders will use the ClassCharts Homework Calendar to complete this check. They will look by student and by issue date. They are not looking at the detail of the lesson set. They are just checking that the five lessons (or more) on the timetable for the student each day are reflected.

¹ LCHS Remote Learning Policy, '4. Continuity of Education in Event of a Closure'

Figure 1 shows an example of the view they will check:

Monday 4 Jan	Tuesday 5 Jan	Wednesday 6 Jan	Thursday 7 Jan	Friday 8 Jan
	10E/EnEW English Mrs S Williams	10E/EnEW English Mrs S Williams	10E/EnEW English Mrs S Williams	10E/EnEW English Mrs S Williams
	10B/IC1 ICT (Applied) Mrs G Richardson	10B/Go2 Geography Ms S Barrett	10G/M2/Gm German Mrs K Capes	10E2B/E2 Enrichment Study Mrs L Dickinson
	10Ch/MaB Maths Ms C Lee	10Ch/MaB Maths Ms C Lee	10B/IC1 ICT (Applied) Mrs G Richardson	10H/Go2 Geography Ms S Barrett
	10A/Rm1 Resistant Materials Mr C RICHARDSON	10H/R2 Religious Studies Ms J Houlton	10Ch/Sc1 Science Mrs K Smith	10Ch/MaB Maths Ms C Lee
	10Ch/Sc1 Science Mrs K Smith	10A/Rm1 Resistant Materials Mr C RICHARDSON		10H/Pe3 Physical Education Mrs L Owen
		10D/Sc1 Science Mrs K Smith		

The example shows that all 20 pieces of work expected have been shown. However, one piece of work that should have been issued on Thursday has been issued on Wednesday.

The Progress Leader will have a printed copy of the student timetable for recording purposes. The Progress Leader's actions will be as follows:

- If all 25 lessons are set and issued on correct date, sign and date TT as 'best practice';
- If all 25 lessons are set but with some issued on the incorrect date, sign and date TT as 'good practice' and email the teacher(s) who have used the wrong issue date to remind them to always double check before publishing;
- If there are lessons missing, indicate these on the TT, before signing and dating TT. Email the teacher of the missed lessons, copying in their HOD and the Leader of Online Learning for tracking purposes. This will trigger Stage O of the policy (explained in Strand Two);
- They will report the % of best practice examples each week to their SLT Line Manager. They will also report the % of lessons with incorrect issue dates and % of missing lessons (with the sample total as the total used).

Strand Two: Lesson Quality – Heads of Department

Stage 0: Heads of Department will check a sample of work set by their team each fortnight. They will use the Homework Calendar in ClassCharts to view a random piece of work set by each team member and check its quality against the examples of good practice shared previously by the Leader of Online Learning (Appendix One). Where it meets expectation, they will acknowledge this best practice with the staff member (email or discussion). They will also use examples of this with their team to share best practice going forward.

Stage 1: If there is an example which does not meet expectations, the HOD will check another piece set by that person, and if the concern remains, they will speak to them to offer advice on how to improve future work with examples of best practice shared. The member of staff will also be informed that their work will be sampled weekly now.

If the next check (weekly) shows improvement, the staff member is informed and moved back to the fortnightly check with the rest of the team (**Stage 0**).

If the next check (weekly) shows no improvement/ HOD is still concerned about the quality of the work set not matching expectation, the member of staff will be spoken to again. This conversation will acknowledge that the HOD is concerned that the work is not meeting the school's offer for the statutory guidance and that this must now improve to avoid having to escalate it to the department Line Manager (**Stage 2**). Further support will be given by the HOD – they will offer to improve one or two set pieces as a model and check that the member of staff has all the resources they need to complete their job. The HOD will also inform the Leader of Online Learning that this Stage 1

conversation has taken place. This is for tracking purposes. The Leader of Online Learning will report the number of Stage 1 concern conversations which have been reported each week to SLT.

Stage 1 CONCERN: The HOD will sample the member of staff's work again the next week. If the expectation is met, they move back to the fortnightly cycle for the department (Stage 0).

Stage 2: If the expectation is not met, HOD must let them know this is now being referred to the subject line manager (SLT) and they are now in Stage 2 of the process. The HOD will inform their Line Manager and Leader of Online Learning (tracking). The Line Manager will arrange a conversation with the staff member to begin the formal process. This will involve discussing the process to date and a further offer of support. The meeting will also include an overview of the next steps. This meeting will be summarised in a letter which will be sent to the member of staff and recorded in their HR file. The next monitoring point will be within one week of the meeting.

If this sees improvement, this will be acknowledged in writing and a final monitoring check will happen the following week. If this also shows work of the expected quality, the member of staff will be informed that they are now back at Stage 0. Their HOD will be informed too.

Stage 3: If the first LM monitoring check does not show improvement, it will be followed by a management advice letter and will enter the capability process.

Strand Three: Expectation Sampling – Leader of Online Learning

Each week, the Leader of Online Learning will sample 10 lessons across subjects and key stages to check that standard expectations are being met. At least half of these will be lesson which should be supported by a MS Teams session. This monitoring includes checking:

- use of the correct format for the lesson title;
- lesson engagement being recorded in Homework;
- a link and start time for any Teams meeting has been included;
- Teams meetings organised as per Lockdown Schedule or agreed arrangement (with LoOL and HOD);
- MS teams attendance being marked in ClassCharts.

Any concern this raises will be recognised by an email to the teacher which is copied to the HOD for information purposes.

The Leader of Online Learning will also arrange a Parent Voice response during January 2021 and share this feedback with SLT to inform of any necessary changes.

Appendix 1: Best Practice Examples

What should be included in a task when setting blended learning?

1. A brief introduction/greeting and a very brief explanation of why they are doing that work.
2. An outline of the task required (do not forget to use already existing resources, such as Oak National Academy where possible. These types of resources match the curriculum in many subjects and are of high quality. Obviously, some subjects do not lend themselves well to this, in this case, resources made by your department that are of high quality and can be used by students are fine).
3. What evidence you would like submitting (please note, just because they have submitted it, doesn't mean it has to be marked by you every time).

Exemplar material of good practice

Firstly, thank you to those who have uploaded work, either after being in lesson or while studying at home.

Students are to work through the attached lesson slides if not in lesson.

This is a consolidation lesson which covers the work we have done so far.

There is a link to the audio book. You should listen to the reading but also follow the text. A link is also attached to a PDF copy of the text.

You MUST upload your responses at the end of the lesson.

I will check ClassCharts during the lesson in case you have any queries.

You will have homework to complete prior to next week's lesson. It will be imperative that this is done or you will not be able to keep up with the content of the lesson. It will not be onerous but must be done.

 https://www.ibiblio.org/ebooks/Dickens/Carol/Dickens_Carol.pdf

 <https://www.youtube.com/watch?v=ZmOioQyFMRk>

 [Lesson 4 - Consolidation Lesson.pdf](#)

Hello,

Today we learnt about contraception. Please watch the following video and make notes, completing the activities as they appear.

<https://classroom.thenational.academy/lessons/contraception-chh3ct>

upload your answers on here for the final quiz.

Hello Fine Artists

Today we are going to look at colour theory in lesson in preparation for some painting on Thursday. If you haven't finished your coloured pencil work yet, you will need to do this in your own time and there is a Y10 bubble running on Fridays 3-4pm. You will need to book in to that so that we can 'track and trace' if need be, but you are very welcome to attend on Fri 11th Dec (no session on Fri 4th as this is an INSET day).

There is a worksheet and a handout. You can either print out the handout or you can do your own version of it on paper / in your sketchbook. Follow the instructions and for an extension task you can research the history of the colour wheel and this is a good article to look at:

<https://mymodernmet.com/color-wheel-history/>

Any questions - please send a Classcharts message or email via your school account.

If you have coloured pencils please do this task with these, or alternatively you can use any colours that you have at home.

<https://mymodernmet.com/color-wheel-history/>

[10A Ar1_p1 Colour theory worksheet.docx](#)

[10A Ar1_p1 Colour theory handout.docx](#)

Tues 12th Jan - Eng - P1

Good morning Y8!

Don't forget, we have our **Teams catch up at 09.25am**. I've changed the permissions this week so that you will be able to talk to me! Please join 'muted' and I'll let you know when to unmute in the lesson :) You should have received an invite via email, but here **is the link [Click here to join the meeting](#)**

Before the meeting, I'd like you to complete the following task. After watching the Oak National videos last week, you should be feeling more confident about poetry. Read the statements on the attached sheet ('Drawing on the experts'). Put them in order from 1 - 9 with 1 being the one you find most interesting. There is no right answer. For the three you rank as 1, 2 and 9, I'd like you to write a couple of sentences (for each one) about why you find the statement interesting (or don't). You can copy the statements into your book, or you can print (if you have the facilities) and number them with notes around 1, 2 and 9.

In our Teams session, we'll have a discussion and see if there's a shared opinion between us.

Please upload a photo or scan of your completed work to show me what you've done.

See you at 09.25am!

Mrs Owens

<http://Click here to join the meeting>

[Drawing on the experts.pdf](#)

Hello Y10,

Today we looked at commercial use of plant hormones, which built on our work about auxins and phototropism last week.

watch the following video, make notes and complete the quiz at the end. send a screen shot of your score to submit.

<https://classroom.thenational.academy/lessons/plant-hormones-ctj3ct>