



Lincoln Christ's Hospital School

Remote Learning: Teaching & Feedback Policy

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Date presented to SLT:	January 2021
Review Date:	January 2022

The provision of online learning is covered by statutory guidance. This came into force in late October and has been updated in January. The guidance requires that we:

- set meaningful and ambitious work each day in an appropriate range of subjects;
- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
 - Key Stages 3 and 4: 5 hours a day;
- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern;
- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources;
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion;
 - providing scaffolded practice and opportunities to apply new knowledge;
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate;
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge;
 - avoiding an over-reliance on long-term projects or internet research activities.

This policy details how our remote offer meets each of these expectations and will clarify for teaching staff their duties therein.

This policy is linked to the Remote Learning Policy and Remote Learning: Quality Assurance Policy.

This policy was written in response to the announcement of a national lockdown in January 2021. The Remote Learning Policy has been in place since October 2021 and the national lockdown provided the first opportunity for LCHS to test that the policy was fit for purpose. We have used feedback received from parents, students and staff to inform the policy and have developed it with consideration of the DfE School workload reduction toolkit¹.

Set meaningful and ambitious work each day in an appropriate range of subjects.
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We are continuing to follow our school timetable throughout lockdown. As we have a broad and balanced curriculum timetabled across the week, this will mean that an appropriate range of subjects (for age and stage) is on offer each day.

Teachers are following their normal department curriculum offer through lockdown – as closely as they can. This will see ‘ambitious’ work and work which is ‘well-sequenced curriculum so that knowledge and skills are built incrementally’ ² . As is our normal curriculum offer, we will avoid ‘over-reliance on long-term projects or internet research activities’.

¹ [School workload reduction toolkit - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/91122/school-workload-reduction-toolkit.pdf)

² [Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91122/restricting-attendance-during-the-national-lockdown-schools.pdf) p. 47

Provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:

- **Key Stages 3 and 4: 5 hours a day.**

At LCHS, we are setting 5 lessons a day for all students in Years 7 - 11 as this is the 'core teaching pupils would receive in school'. We are setting lessons for all timetabled lessons, so should a student have P6 lesson on a day (and therefore six hours of learning), we will set work for the that session too. We are, of course, including Key Stage 5 in our offer (although this is not mentioned in the government guidance). Sixth Form students will be set an hour of work for each lesson on their timetable. They have five taught hours per subject per week. Their teachers will also set homework which will provide a further hour of independent work for each timetabled hour as has always been the curriculum expectation.

This work will be set through ClassCharts which will be our 'selected digital platform' and will be 'consistently used across the school in order to allow interaction, assessment and feedback'³. We will use MS Teams as our secondary digital platform offering at least one session per subject per week to enhance our offer (see Lockdown Timetable for details). Across each week, all classes will receive a mix of live direct teaching time (MS Teams) and time to complete tasks and assignments independently – as directed in the lesson details on ClassCharts for each lesson. From Monday 18th January, subjects with one hour of lesson time a week will have one MS Teams session a fortnight rather than one once a week to give more time to students to complete their independent work for the subject (see Table 1). There will also be use of recorded videos of teachers – these could be recordings our teachers have made, but are more likely to be high-quality resources already available⁴ (e.g. Oak National, teacher's channels on YouTube).

Setting work for remote learning is new to most classroom teachers and is a different skill set to delivering lessons in the classroom. Our staff are skilled at planning and delivering lessons which fit within the hour of an in-school lesson and this is the basis initially of the work which is set online. As staff become increasingly aware of the needs of their classes as 'virtual learners', they may begin to adjust their offer to better meet the individual needs of their classes and see that the work set for each lesson is work that reasonably fits within an hour of online learning.

All staff have completed training for MS Teams and have been offered support and training for all platforms through shared documents. There will be continued offers of support from the Remote Learning Team (Mrs K Smith, Online Learning Coordinator, Mr Brian Middleton, Assistant Headteacher) as well as support and examples of best practice shared by Subject Leaders.

Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.

ClassCharts is our primary system for checking student engagement. In the initial week of lockdown, we used the system and the feedback from parents to establish the following expectations for all staff to complete in each lesson.

Every child must have their lesson engagement recorded each lesson. For recording engagement during lockdown, teachers will use the homework register tool in ClassCharts and allocate the following codes:

³ [Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](#) p. 47

⁴ 'Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school-led video content.' [Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](#), p. 48

Submitted = work has been uploaded on the system showing that the student has engaged with their learning

Not submitted = no work has been submitted and there was no sign of engagement from the student (they have not viewed the work or contacted the teacher)

Not marked = work has been viewed but has not been uploaded

Teachers will also allocate a positive point for all marked 'submitted'. They are not expected to offer individual feedback on every piece of submitted work (details in next section), just as classwork in school is not marked each lesson. They may wish to view the work and include a short 'class feedback' comment with the award given. (See Appendix One for further details – staff instruction)

Progress Leaders will be tracking this data. Where there are lots of 'not submitted' or 'not marked' awards for a child, they will make contact to check everything is alright and to offer support.

For tracking of engagement, we will also mark attendance in Teams sessions. For each scheduled MS Teams session, the teacher will record each student as 'Attended online lesson – information tracking' or 'Didn't attend online lesson – information tracking'.

Parents/carers will have daily alerts in ClassCharts so will know if their child has attended MS Teams sessions and if they have engaged with each lesson of the day too. Parents have been informed that this use of ClassCharts is for tracking purposes and know what the different categories and alerts mean during lockdown learning. They know that teachers are asked to record lesson engagement every lesson and to record MS Teams attendance in ClassCharts. They know that there are no negative points attached - it is for them as parents to decide on their response with their child.

Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:

- **providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources.**

Clear explanations are, in the main, delivered through the task outline in the homework section of ClassCharts or on the high-quality curriculum resources provided by the teacher as attachments. These are accessed by reading. We know that children are more familiar with verbal explanations, but the ability to follow written instructions is a life skill that all children really need to develop. Remote learning provides a new opportunity for this.

Explanations are also shared through video and audio from teachers. These might be LCHS staff or might be via another linked platform like Oak National Academy, The Greenshaw Learning Trust, GCSEPod or YouTube. LCHS teachers will view and select videos which are appropriate and which cover the necessary curriculum points.

Further explanations are given in the MS Teams sessions offered for each subject across the week (see Lockdown Timetable – Remote Learning Policy).

Teachers will offer personalised explanations via ClassCharts messages when a child messages to ask for support.

The high-quality resources shared will offer 'scaffolded practice and opportunities to apply new knowledge' and these will be further supported and checked through MS Teams sessions. MS Teams sessions will also 'provide opportunities for interactivity, including questioning, eliciting and reflective discussion'.⁵

⁵ [Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/78444/Restricting_attendance_during_the_national_lockdown_schools.pdf) p. 48

Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:

- **enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate;**
- **using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.**

Teachers will use the questions set in Assessed Tasks and their MS Teams sessions to gauge progress and offer feedback.

Teachers will set an Assessed Task⁶ (clearly indicated in the lesson explanation) following the schedule below (Table 2). Teachers will provide feedback – in the form of a whole-class feedback comment through ClassCharts to all who have 'Submitted' an Assessed Task – at least once per fortnight for subjects with more than one hour of lesson time each week, and once every three weeks for subjects with only one lesson per week.

The whole-class feedback comment for Assessed Tasks will include a summary of strengths across the class, area(s) for development common to the class and will ask children to review their work in light of the comment. Where relevant to curriculum stage and task set, a mark/grade may be given. The whole-class feedback will have the top and average mark for the class. Individual marks will be shared as individual feedback within ClassCharts. The individual feedback will just contain the mark/grade – the further feedback will be in the whole-class message.

With feedback once per fortnight/three weeks/ subject, all students will receive feedback more than once per week on average. It might be that multiple bits of feedback occur in one week, and none in another. This is because our teachers need to set the Assessed Task when it is appropriate for their subject and the class within the timescale above. A directed schedule would undermine the professional judgement of our teaching staff.

Teachers are not expected to offer individual written feedback to each piece of work submitted, just like they would not mark the work completed in every lesson in school (see LCHS Feedback Policy).

The work submitted in lockdown will inform the progress grades that will be completed as per the school calendar. Our progress grades are informed by individual pieces of work, but never reflect one piece of work alone. We are aware of the differing access our students will have throughout this time and know that we will look to complete more formal assessments once students are settled back into a classroom routine later in the year.

Table 1: Details of subjects in Years 7 – 9 moving to one MS Teams session per fortnight from Monday 18th January 2021

Year	Subjects	MS Teams session (at usual Lockdown TT time) in weeks commencing:
Year 7	Religious Studies, History, ICT	18 th Jan, 1 st Feb
	Geography, DT, Performing Arts*	26 th Jan, 8 th Feb

⁶ If you have already set a task and given feedback, you should explain this to your class and their parents with a ClassCharts announcement so that they know your Assessed Task for the first fortnight/three weeks is completed. The document will be shared with parents by Wednesday 13th Jan – you will receive an email once it has been sent.

Year 8	Geography, Performing Arts*, DT,	18 th Jan, 1 st Feb,
	Religious Studies, History, Art, ICT	25 th Jan, 8 th Feb
Year 9	Religious Studies	18 th Jan, 1 st Feb,

* There are two Performing Arts lessons per week for Year 7 and Year 8 students. One is a Music lesson and the other is Drama. There will be a MS Teams lesson for both lessons in one week and no MS Teams lesson for Performing Arts in the next week.

Table 2: The frequency of Assessment Task/ feedback per subject:

Year	Frequency	Subject(s)
Years 7	once per fortnight	English, Maths, Science, Modern Foreign Languages, Art
	once every three weeks	Religious Studies, Performing Arts (Music, Drama), History, Geography, Design and Technology, ICT
Year 8	once per fortnight	English, Maths, Science, Modern Foreign Languages, History, Geography
	once every three weeks	Religious Studies, Performing Arts (Music, Drama), Art, Design and Technology, ICT
Years 9	Once per fortnight	All except Religious Studies
	once every three weeks	Religious Studies
Years 10 & 11	Once per fortnight	All subjects*
Sixth Form	once per fortnight	All subjects and courses

*There will only be fortnightly feedback for Religious Studies for those students working towards the qualification in this subject. Other students will receive feedback once every three weeks (although some Y11s are following alternate study through GCSEPod and SAMLearning at this time so will not receive feedback). Class teachers will clarify this to students.

NB: There is no formal feedback for Core PE as teachers will not have seen physical activity on which to offer worthwhile feedback. There will be formal feedback for Sports courses in Yrs 9 – 13 once per fortnight as the theory element can be assessed.

Reporting Staff Absence During Lockdown

Fulfilling our statutory duty to continue our provision of five hours a day throughout lockdown requires all staff. If a member of staff is ill and cannot work on any, they will follow our usual absence reporting procedures.

When contacting their HOD, they will need to detail which lessons they have that day and which will need work setting. The HOD will set the work where the member of staff is unable to do so, just as per a usual illness. The HOD will also send an announcement for each of the lessons on ClassCharts directing students to the member of the department they can message if they need help. This might be the HOD or could be an agreed responsibility for another member of the team.

Linked policies:

- Remote Learning Policy
- Remote Learning Quality Assurance Policy
- LCHS Feedback Policy

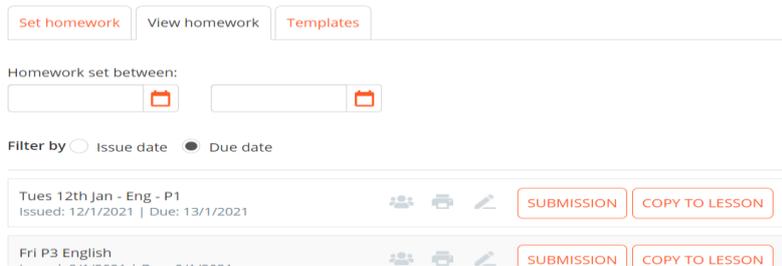
Appendix 1: Recording Engagement with Learning in ClassCharts

We must record engagement with each lesson and the tool we have is ClassCharts. Please leave time at the end of your lesson for students to upload their work and for you to record engagement as shown here. Parents are being told that this will be done in every lesson and will be done either at the end of the lesson or end of the day (by 3.45pm). Once you have recorded engagement for a lesson, you are not expected to go back and alter it – again this will be communicated with parents.

You will need to ask for work to be uploaded in each lesson for you to check engagement. This could just be a picture of the work completed, a screenshot of their Oak National Score, a message with an answer on – whatever you feel appropriate to know they have engaged in the task (just as you would in a classroom).

The first step is to record those who have either looked at the work and not submitted, or not even submitted work.

This is done through the list view:



Select 'Homework' at the top of the class page, 'View Homework' tab, and then access list view by pressing the people icon . This will give you your class list. You can see which students have viewed the work as they have an eye icon by their name:

IMAGE NOT SHARED DUE TO CONFIDENTIALITY

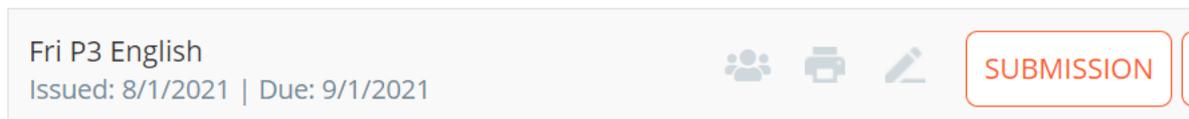
So here, XXXXX has viewed the work, XXXXX has not.

Those that have looked at the work but have not submitted anything, you leave at the default of 'Not marked'. This shows on the legend as 'Not checked yet'.

Any that have not looked, get 'Not submitted'. The quickest way is to tick the check box next to all relevant names and then in the drop-down box next to 'Do with selected' choose 'Not submitted' and click 'Set'.

IMAGE NOT SHARED DUE TO CONFIDENTIALITY

You then need to move to the class screen to mark the ones who have submitted – this is because this allows you to also award them positive points. Go back to 'View Homework' and click the 'SUBMISSION' button next to the homework set.



This will show your class view with those you've already recorded as 'Not submitted' showing in pink.

IMAGE NOT SHARED DUE TO CONFIDENTIALITY

Select those who've submitted work – you can see the attached work in their tile next to their name. Also record those who have shared their work via email, message so that you are recording all you know engaged and completed the lesson. You can then click 'Award all submitted' and award a positive point to them for completing the lesson and uploading the work.

The parent and child APP receives an alert for 'Submitted' and 'Not submitted'. No alert is shared for 'Not marked' (system set up). Parents have been told that by 3.45pm each day they will have received a notification about engagement in each lesson (probably throughout the day as lessons end and engagement is recorded) – if they have lessons where there is no notification that means their child has been marked as 'not marked' as they have viewed the work, but we do not know any more about their engagement with it. It is for the parent to discuss this with their child.

You may want to open a random selection of the work to check it is completed. There is no expectation that you leave feedback to every student. You could look at all of the submitted work and then leave a 'Class Book Look' style comment in the message with the positive point. However, you are only required to do this as per the frequency of the table at the end of the 'Remote Learning Teaching and Feedback Policy'.

You would not mark – handwritten or with verbal feedback – every piece of work completed in a classroom and we must keep the expectation on staff realistic.

We are not awarding negative points for 'Not submitted' as we do not know the unique situation in each household at any time and to do so would create difficulty in our relationship with families – relationships we have taken great care to create. It may also create unnecessary tension in the household at this time.

Where there are extenuating circumstances for a family, the Progress Leader or Pastoral Manager will have informed you. You can use the 'Extenuating circumstances' code. However, we have asked families to be aware that remembering this detail for all classes taught – especially when we are not seeing the children or each other – means errors will be made.

Recording Attendance for MS Teams Sessions

Please download your attendance report prior to ending any Teams session. You must record the attendance in ClassCharts. 'Attended online lesson – information tracking' for all who attended, 'Didn't attend online lesson – information tracking' for all who did not. There is no negative point with 'Didn't attend' it is for information only and part of our statutory duty to report. The information being shared with parents explains all of this.