Penryn College – Remote Learning Plan

This document provides students, parents/carers and staff with an overview of how our remote learning plan operates. It details:

a) The rationale for our approach to our Remote Learning Plan
b) How work will be set
c) What 'teacher-led learning' looks like and how it will be delivered
d) How to access technical ICT help
e) A subject by subject Curriculum overview
f) How remote learning is monitored
g) Communication to parents/carers
h) How Safeguarding is undertaken during this period of remote learning
i) ARB Provision
j) Our Key Worker School Provision
k) Covid-19 testing on-site for Key worker school students and staff
l) Year 11 IAG
m) Appendices:
   1) Link to DFE guidance and summary of recommended best practice
   2) Creative ways & tips for remote learning
   3) Ways to ensure a positive home working environment
   4) Supporting staff Health and wellbeing during Lockdown
   5) Guidance for students working from home
   6) Parents & carers guide to supporting home learning
   7) How we will set work and how you can help

Rationale

We recognise the challenges for students working remotely and the importance of continuity in their learning, so that they when they return to face to face teaching they are prepared to the best of their and our ability. We believe a blended model of work set on our Virtual School, 'teacher-led delivery', online resources and high-quality formative feedback and assessment, provides our students with the best platform to make progress whilst learning from home. This rationale is based upon our evaluation of 'lockdown one', outstanding local and national practice, and DFE Guidance (See Appendix 1). In addition, we recognise how important it is to provide students with on-going pastoral support, to help students develop a personalised learning from home plan, and to support the mental health of our students.

Setting work

Our remote learning plan is designed so that students can make the most progress, regardless of their starting point. It will be based upon a subject area's structured

curriculum that has been planned in advance and reflects the same level of rigour as the curriculum for 'on-site' learning. Students' knowledge and skills will be developed by through a combination of work set on-line, 'teacher led delivery', and high quality personalised feedback. We believe this combination will bring the most progress to the greatest range of young people. We also believe that this model is both sustainable for students and offers the opportunity to experience a rich and varied curriculum over a long period of time.

Work set is varied because of the advantages of every child having an IPad. Not only does this provide students with innovative Apps and access to multi-media platforms, the IPads also provide a range of ways in which students can present their work and teachers can provide personalised feedback.

How and when work will be set:

- Work will be set by 12.00pm on the Monday of each week. It will be set on the **Virtual School,** although additional details may be outlined on the subject Showbie page.
- Work should be handed in each week on Friday by 10.00am.
- Please note that 'teacher delivery' will run according to the students' timetable and therefore there could be 'live lessons' between 8.40 on a Monday morning and 3.25 on a Friday afternoon.

When setting work staff should take account of:

1. Being explicit about where the work and resources are set e.g. title of Showbie page, etc.
2. Being precise about how the work should be presented e.g. extended writing, mind map, voice note etc.
3. Detail how long the work should take to complete.
4. Where appropriate, differentiate the task(s) taking into account the learning needs of the student.
5. If setting 'optional' extension or enrichment work – staff should be explicit that this *is* 'optional' and not a mandatory expectation.

In addition, we recognise that it often takes students longer to complete work at home than it would do if they were in school. Therefore, please be mindful of this when considering the amount of work set.

We recognise that high-quality online work should take account of:

- ✓ A blend of different types of learning, including some 'teacher-led delivery'.
- ✓ Learning that is sequenced, often culminating in a more extended final task
- ✓ Tasks that are built upon prior learning from the week before
- ✓ A clear learning purpose, outlined through mediums such as lesson objectives
- ✓ A time limit for each task
- ✓ Tasks that are varied and at least one requires the student to 'think hard'

- ✓ Providing at least one task where the teacher can feedback meaningfully
- ✓ Opportunities for students to consolidate learning
- ✓ The accessibility of their language and are mindful of the barriers that some students with SEND might face.

Responding to student communication:

Staff will need to monitor Showbie and their e-mails, so that they can reply to student questions. Faculties will decide when are the most appropriate times to be available for 'real time' feedback (e.g. during the time that the lesson would take place) according to the lesson sequence for each unit.

Teacher-led learning

Rationale:

We know from the previous lockdown, that supplementing remote learning with some 'live teaching' not only supports students' understanding of work set, but also reassures more vulnerable students who can feel isolated. We recognise, as stated in both the DFE and Ofsted guidance, that teacher led learning should only be one part of the overall learning programme.

We also recognise that 'live lessons' look differently across each subject. Given the varying nature of 'live lessons', we will refer to them as **'teacher delivery'**, as this encompasses the different types of 'live learning' from 'live delivery on Microsoft Teams', through to Voice Notes on Showbie, Explain Everything, and also staff who are available in booked times for on-line Q&A.

To ensure equality of access we would like staff to undertake any 'teacher delivery' during the student's allocated lesson on their timetable where possible. They will notify students of this slot when they set work on the Virtual School each Monday.

Live delivery on Microsoft Teams:

Protocols for teachers:

1. Staff must be professionally dressed.
2. Join meeting and set backdrop to blur or picture.
3. Click 'Participants' and check you have everyone.
4. Make sure they are 'Attendees' and not 'Presenters' (ideally set when meeting is scheduled).
5. Read the welcome:
    a. *Welcome to the online lesson on…………. Please remember this lesson will be recorded, this includes any audio from you. Keep your microphone muted unless your teacher asks you to unmute. If the chat is enabled, please use it sensibly to ask relevant questions.*

b. Optional – *"If you need to ask a question, unmute and wait for an appropriate moment to ask."*

c. *"Silly, disruptive behaviour will mean you are removed from the meeting."*

6. If you feel the need, ask students to post a 'hello message' in the chat so they know it works. Ask them to mute and unmute their mics to check they know how it works.
7. Start the recording.
8. Download the attendance list – 'Participants' > 'Download Attendees' (top right).
9. At the end click '**End Meeting**' - do not hang up - this will sign everyone out.
10. The recording will automatically appear in the Team Channel after around 10 minutes.

Protocols for students:

To be part of these lessons, students will receive an invitation to join the Team via e-mail, as well as information of the time of the lesson and how the Teams app operates. Teachers will remind students of the correct protocols at the start of the lesson. These are:

1. Students will use their school e-mail and password to be able to access the Microsoft Teams app on their iPad.
2. Students will be members of a Microsoft Teams class set up by their teacher. This is a secure platform and only students invited can access the lesson.
3. When joining the Teams lesson, students need to ensure that their microphone and video are turned off.
4. Students can choose to have their camera option off or on; it is therefore important that they are suitably dressed and in an environment that they and you deem appropriate for the lesson.
5. As part of our use of Microsoft teams, our policy is to ensure every child is safe online and protected from harm. This means we will always work to protect children and young people. For all interactive lessons, it is also important to note that all lessons are recorded via the Teams app. This is to enable students to refer back to the lesson at a later point when completing work independently.
6. Students can communicate with their teacher by clicking the 'chat' icon.
7. Students may be asked by their teacher to turn on their microphone if they would like to ask or answer a question or interact with the lesson.
8. If asked to use the microphone by their teachers, students must use appropriate language and be respectful at all times.
9. If students do not adhere to the student protocols, the teacher will remove them from the Teams lesson and inform the student's tutor.

The purpose of these sessions is to support the online work being set on the Virtual School and answer any question students might have. Of course, students can also as always email their teacher with any individual subject's specific questions throughout the week.

Ensuring all students can access work

If your child needs technical support, please contact our ICT support team on ICTtech@penryn-college.cornwall.sch.uk. Please leave your child's name, Year Group and number and they will get back to you. You can also access 'How to' Videos through the website.

If a student is having difficulty in understanding the content of the work set, or the resources allocated to the task by their teacher, they should contact their subject teacher via e-mail or Showbie.

Subject by Subject overview

Each faculty has outlined the curriculum that they are following, and the teaching and learning approaches they have taken to deliver content.

How remote learning is monitored

Tutors, Heads of House and our Educational Support Team will be in contact with tutees. They will follow up excellent work and ensure that those students who are not completing work have access to everything they need in order to complete work to a high standard.

Heads of Faculty and members of the Teaching and Learning Team will monitor work set each week to ensure consistently high practice and to share examples of great teaching and learning across teams. These will be shared weekly with staff through the staff bulletin.

Communication with parents/carers

All students will be allocated a key worker. In most cases this will be their tutor. For some students, for example those with an EHCP and vulnerable students (as classified by the DFE), they will be allocated a key worker from either the TA team or the Educational Support Team.

Key workers for vulnerable students and those with additional needs:

The parents/carers of students with an EHCP or other additional needs will be contacted twice a week by their key worker. The SENCO will monitor communication logs to identify any additional needs and support that arise across ECHP students.

The purpose of the call is to check on wellbeing and how well the student is managing their learning

If the key worker feels the student is having difficulty accessing learning they will explore the issue and pass on any ongoing concerns to the subject teacher if its subject specific or the tutor if it is a more general concern.

Role of the Tutor:

Tutors should contact their TG once a week either through Showbie or email, or in some cases by phone call via their parents.

Tutors should then use their professional judgment or consult with their HOH about which of their tutees and/ or tutees' families need contacting that week- either for praise or to raise a concern.

Tutors should check if their tutee has a Key worker already allocated by looking on the Pupil Summary Sheet on the VS.

Tutors can contact vulnerable/ RON/ SOS students as they wish, but should not call home. If there is a message they want passed on to the family, it should be sent via the key person.

If the key worker or tutor is concerned that they are not having an effective impact upon the well-being or work completion of a students, they should share this with the HOH.

Subject teachers:

Should use Showbie/email to share messages with students.

Ensure that the all AMs and details of work not completed for the week, are recorded on SIMS by Monday, 5.00pm.

If subject teachers want to contact parents, please do so; however, it may well be helpful to check what recent communications have already occurred on the VS Contact Sheet, so as not to inundate parents/carers.

Safeguarding

Core safeguarding principles:

We will still have regard to the statutory safeguarding guidance, Keeping Children Safe in Education.

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times

- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online.

Designated Safeguarding Lead (DSL) and deputy arrangements:

If our DSL (or deputy) can't be in school, they can be contacted remotely by:
e-mailing: safeguarding@penryn-college.cornwall.sch.uk

We will keep all school staff and volunteers informed of any changes to safeguarding procedures by the daily e-mail update.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments
- Update DSL and SLT lead for 'vulnerable students' of daily in-school register.

Monitoring attendance:

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases, we will:

- Follow up on their absence with their parents or carers, by contacting via our attendance team.
- Notify their social worker, where they have one.

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible through regular e-mail updates.

Safeguarding all children:

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

For children at home, they will look out for signs like:

> Not completing assigned work or logging on to school systems
> No contact from children or families.

Children are likely to be spending more time online during this period – see section below for our approach to online safety both in and outside school.

Staff should contact the DSL or Deputy DSL through school reception during the week if they have any safeguarding concerns.

Online safety:

▪ In school

We will continue to have appropriate filtering and monitoring systems in place in school.

▪ Outside school

Where staff are interacting with children online, they will continue to follow our existing code of practice.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

It is also important that should staff chose to deliver any 'live' on-line lessons that they consider:

✓ dressing appropriately
✓ what is in the background of where they are speaking from

Support for children who aren't 'vulnerable' but where we have concerns:

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. If these children will not be attending school, we will put a contact plan in place.

Contact plans:

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

> They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or

> They would usually attend but have to self-isolate.

Each child has an individual plan which sets out:

✓ How often the school will make contact – this will be at least once a week

✓ Which staff member(s) will make contact – as far as possible, this will be staff who know the family well

✓ How staff will make contact – this will be over the phone or in some cases, via their Key Worker

We have agreed these plans with children's social care and other agencies where relevant. They remain under review across the Safeguarding Team (including SLT lead for Vulnerable Students and SENCO).

If we can't make contact, staff will contact, in the first instance the DSL, and then where appropriate, children's social care or the police].

Mental health:

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

ARB provision

- Our ARB remains open full time.
- Staff working in the ARB are all ARB specialist staff and are the staff that our young people are used to being taught by.
- Subject specialist teachers are still setting work and teaching lessons.
- Every day there is also a senior staff member on site who has specialist SEN knowledge, is Team teach trained, and Tier 3 Safeguarding trained.
- Physiotherapy and personal care remain part of the in-school offer.
- Delivery of all subjects continues and the curriculum remains broad and balanced.

Key Worker School

Our Key Worker School is open every week day during term time from 8.30am until 3.25pm. Parents/carers who are key workers can book their children into this provision using an online link which is available from Laura Salmon Attendance Officer (telephone number and e-mail address below).

Children are kept in the same classroom in their year group bubbles under the supervision of a teacher. Teaching Assistants are available each day to provide one-to-one support where this is necessary.

The expectation is that students complete their set work for that week in a supportive and supervised environment. Where there are relevant live lessons going on, the student can access these on their iPad either using headphones or by working outside of the classroom in a breakout space.

We try hard to get the balance right between ensuring students have the time to complete their set work and breaking up the day with other activities. Students have two 15-minute breaks and a 30-minute lunchtime, with an allocated outside and inside space for these times. They are also collected from the classroom every day to take part in a physical activity run by one of our PE teachers. Supervising teachers may also use other activities to ensure student motivation remains high to complete their work during the allocated slots, such as documentaries, quizzes and other activities. Teachers delivering in Key Worker School will liaise with the subject teachers of students in their class, to ensure students learning is as effective as possible.

Any queries relating to Key Worker School can be directed to Laura Salmon on 01326 372379 during the school day or lsalmon@penryn-college.cornwall.sch.uk

Support in school for 'vulnerable students':

- At least four members of the TA team are on site every day, alongside an additional Tier 2 (HLTA equivalent) team member.
- Students are working, where appropriate, in their year group bubbles.
- Where TA support is needed, Covid safe 1-1 working spaces are established outside the classrooms so that 1-1 support and tuition can continue.
- Students are completing the work set by their specialist teaching staff in the school environment, with support where needed.
- Specialist programmes continue for those that this is applicable to (e.g. students being taught 1-1 in their usual spaces).
- Students accessing offsite therapeutic support funded by school continue to access this wherever these provisions are still open e.g. Dreadnought, BF and CHALK. Where provisions are not open (e.g. BootUp) additional school time has been offered instead.

COVID-19 testing

As part of our Key Worker School, all students will be tested in conjunction with national guidance. All staff who are working on site will have access to weekly testing.

Information and Guidance (IAG) for Year 11

Year 11 students will continue to receive the following support and resources from our Work related Learning team:

- Job of the Week information (including a supporting video sent to the student's Unifrog account, newsletter and links to relevant websites).
- A phone call to discuss and support Post-16 options and applications.
- Signposting Post-16 virtual open days via school newsletter/Unifrog.
- Signposting virtual events via school newsletter/Unifrog.
- Three virtual assemblies with the opportunity to ask questions via a forum.
- Where appropriate, a Personal Guidance appointment with Careers South West for any students who have not received one. Second appointments could be made available for any students who are need them.

Appendices

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1) Link to DFE guidance and summary of recommended best practice
2) Creative ways and tips for remote learning
3) Ways to ensure a positive home working environment
4) Supporting staff Health and wellbeing during Lockdown
5) Guidance for students working from home
6) Parents & carers guide to supporting home learning
7) How we will set work and how you can help

Appendix 1 – DfE/Ofsted Guidance on Remote Learning

https://www.gov.uk/government/publications/whats-working-well-in-remote-education

What is remote education?

There are different definitions out there, but these are the ones we will use here:

- Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.

- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.

- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.

- Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

Some common myths about remote education

Some unhelpful myths exist about remote education, which are not based on evidence.

These include that:

- remote education is fundamentally different to other forms of teaching/learning
- remote education is a different curriculum/offer to the content that would be delivered normally
- the best forms of remote education are digital
- the best way to deliver remote education is always through live lessons

- the most important thing is pupils' engagement

None of these things are necessarily true. Below, we counter them with evidence-based pointers.

Here are 7 things to think about when providing remote education. Note that they are not in order of importance:

1 - Remote education is a way of delivering the curriculum

Remote education is a means, not an end. The aim of education is to deliver a high-quality curriculum so that pupils know more and remember more. Remote education is one way of doing so.

This means that everything we know about what a quality curriculum looks like still applies. The remote education curriculum needs to be aligned to the classroom curriculum as much as possible. And, just like the classroom curriculum, it needs to be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step. Curricular goals should be made as explicit remotely as they would be in the classroom.

Remote education is not the same as digital education. Sometimes, it may be more effective to deliver remote education through worksheets or a textbook. All schools/colleges should have access to a digital platform so they can provide online education where that is the most appropriate method.

A good textbook can provide the curriculum content and sequencing pupils need. It can also be easier to access for some pupils. However, when using textbooks or worksheets it is still important to make sure that teachers can provide feedback and assess learning. Any worksheets should be aligned with the curriculum and provide meaningful work.

2 - Keep it simple

Our brains don't learn differently using remote education, so everything we know about cognitive science and learning still applies. We don't have to make huge changes to the way we teach.

We also don't need to overcomplicate resources with too many graphics and illustrations that don't add to content. When using digital remote education, the platform we use shouldn't be too complicated to use. Just as we don't need 'all-singing, all-dancing' lessons in the classroom, remote education often benefits from a straightforward and easy-to-use interface. Simple graphics that highlight the key concepts and features we want to teach can be most effective.

More important is attention to the key elements of effective teaching. For example, it's useful to provide pupils with an overview of the bigger picture and where a specific lesson or activity sits within a sequence of lessons or activities. It's also vital to have clear and high

expectations and to communicate these to pupils. Just as in the classroom, most pupils will be novices in what we are teaching them. We can't expect them to be able to discover new content for themselves through tasks, projects and internet searching.

There are of course some things that need more careful consideration when teaching remotely. For example, when using recorded lessons, clarity of explanations becomes even more important as we can't as easily correct misunderstandings or misconceptions.

Another example is the 'split attention' effect. Pupils can find it harder to concentrate, so the way we integrate words and pictures or graphs is important. Text can be integrated with images where that is appropriate and doesn't just encourage guessing. This can be shown in chunks in the appropriate place. This makes the words into a description of the images and allows pupils to focus on what is most important.

As it's harder for pupils to concentrate when being taught remotely, it's often a good idea to divide content into smaller chunks. Short presentations or modelling of new content can be followed by exercises or retrieval practice.

3 - When adapting the curriculum, focus on the basics

We will often need to adapt our subject curriculum when moving to remote education, for example because some topics are hard to teach remotely. When we do this, we need to focus on the basics:

- Beware of offering too much new subject matter at once. Make sure key building blocks have been understood fully first. We need to assess pupils' knowledge to determine this.
- Consider the most important knowledge or concepts pupils need to know. Focus on those.
- Consider what alternatives exist for traditional practical activities. What can be done at home, or using simulations, for example? Worked examples and modelling can work very well in remote digital education.
- In many cases, practising and a focus on developing existing knowledge and skills, such as handwriting or simple arithmetic, may be useful.

4 - Feedback, retrieval practice and assessment are more important than ever

Learning isn't fundamentally different when done remotely. Feedback and assessment are still as important as in the classroom. It can be harder to deliver immediate feedback to pupils remotely than in the classroom, but teachers have found some clever ways to do this.

This immediate feedback can be given through:

- Chatroom discussions
- One-to-one interaction tools
- Interactive touch-screen questioning in live recorded lessons

- Adaptive learning software

Peer interactions can provide motivation and improve learning outcomes. It's therefore worth considering enabling these through, for example, chat groups or video-linking functions. They will also help pupils maintain their social skills.

It is important for teachers to stay in regular contact with pupils. If necessary, they can even do this by using technology to automate communication. Some teachers have set up automated check-in emails to pupils to identify where they are with set tasks. This also gives a perception that teachers are 'watching' while pupils learning remotely.

Assessment is built into some online platforms and most textbooks. Low-stakes quizzes can be built in to remote education, as can written assignments and retrieval practice activities. It can be helpful to make sure pupils are 'warmed up' and 'readied' for content through an introductory task or scene-setting. Pupils can then be invited to re-visit and process the main content further in an additional task or later lesson through retrieval practice.

5 - The medium matters (a bit)

Quality of teaching is far more important than how lessons are delivered. But there is some evidence that the medium does matter, especially in digital remote education. Pupils tend to spend longer accessing a remote lesson when they are using a laptop than when using a phone (tablets are in between).

This means that we need to think carefully about whether pupils have access to the right kind of device when we're using digital remote education. If they don't, and we can't provide enough devices, it might be better to consider non-digital approaches as well.

When using digital remote education, we often rely on internet access. Again, we need to consider whether pupils have this and what we can provide if they don't. The Department for Education provides support on internet access, and on setting up a digital education platform.

It is also worth considering where to host content. In the battle for attention against the internet, we need to consider whether we avoid hosting video lessons on certain platforms like YouTube, for example, because of their advertising algorithms distracting pupils.

6 - Live lessons aren't always best

Some think that a live lesson is the 'gold standard' of remote education. This isn't necessarily the case. Live lessons have a lot of advantages. They can make curriculum alignment easier, and can keep pupils' attention, not least as the teacher has more control over the learning environment. But live lessons are not always more effective than asynchronous approaches.

There are some specific difficulties in doing live lessons. It can be hard to build in interaction and flexibility. This means that giving feedback can actually be less effective than when we

use recorded lesson segments followed by interactive chats, or tasks and feedback. Using recorded lessons produced externally can allow you to easily draw on high-quality lessons taught by expert subject teachers. The challenge here can be to make sure they are integrated with the curriculum.

Because evidence suggests that concentration online is shorter than the length of a typical lesson, filming a classroom lesson may be ineffective.

Different approaches to remote education suit different types of content and pupils. Mixed models may be effective in some cases. For example, you could use the so-called 'flipped learning' model. In this, new content is taught through an asynchronous recorded lesson. Practice, tutoring and feedback are then done synchronously.

7 - Engagement matters, but is only the start

It's harder to engage and motivate pupils remotely than when they are in the classroom. There are more distractions, and as a teacher you're not physically present to manage the situation. Communicating and working with parents, without putting an unreasonable burden on them, can help support home learning.

A lot of attention has been paid to ways in which online education can be made more engaging. For example, we can make sure different types of tasks and activities are alternated, or build in rewards and incentives to make learning more 'game-like'.

While it is important to engage pupils, this is only a precondition for learning, not the thing itself. There is only so much a teacher can do to engage pupils remotely. We therefore need to make sure that efforts to engage don't distract us from teaching the curriculum. We also need to check whether pupils have actually learned the content we want them to through assessment.

Engagement increases when pupils feel part of the school or college community. Whole-school digital assemblies and feedback, for example through newsletters to pupils and parents, can help them feel part of the community even when learning remotely.

Creative Ways and Top Tips for Online and Home Learning

Use		Notes
Tasks to be set via iPad apps	GCSE Pod	Learn and revise. The ability to build knowledge in sequence enables retention and recall. Teach, assess, monitor, manage and engage, letting you see evidence and progress.
	Near Pod	Create interactive lessons in minutes. Save prep time by importing existing lessons (pdfs, jpegs, ppts) and adding Virtual Field Trips, collaborate boards, quizzes, polls, matching pairs activities + more.
	Explain Everything	Record everything to create explanations, media-rich presentations, provide feedback, follow-ups. Share them as videos.
	Socrative Student	Students share their understanding by answering formative assessment questions in a variety of formats: quizzes, quick question polls, exit tickets and space races. Once students launch Socrative Student, they'll be prompted to join the teacher's room via the teacher's code. No student accounts necessary.
	PiXL – subject	A skills based assessment programme. The app successfully highlights strengths and areas to develop. This is a very useful and accurate tool to use prior to any test to help rank which revision topics are of the most importance.
	Quizlet	Engage students in interactive study material, learning activities and games.
	Senecca	Learning algorithms helps to remember topics. If students get a question wrong, they show the content again but in a different format. Lots of hand-selected GIFs and memes on the internet so revision makes you laugh instead of stressed.
	Flashcardz	Students can input information and then test themselves or make a game.
	Doddle	Quizzes
	Hegarty	Videos
	Kahoot	Quizzes – get students to do a quiz or create their own!
Comprehension and application	Textbook	Textbook / reading extracts uploaded to Showbie - Answer questions / tasks. - Synthesise into your own poster / info pack for primary student / top 10 facts / rhyme / video. - Create possible exam questions based on the reading / information provided. - Provide a website / reading extract. Flip the learning to ask students to create their own text book page with pictures, questions and text.
Get creative!	Using the green sheet and	Make a podcast / video / rap/poem. Make a board game. Make a lesson plan for Year 6.

	topic lesson as a guide.	Just a minute – verbally talk about a topic / skill for one minute without hesitation / repetition / deviation .
Get outside: take a photo on your iPad		Justify how the photo links to your curriculum green sheet (e.g. Geog: photo of a clothes peg could link to China topic, students justify the supply chain and companies involved from China to UK. Eng: photo and image, write an piece of creative writing)
Find a fix		Students go through a passage and identify all the errors.
Quiz master		Students create their own quizzes – test those at home.
Longer term project		Set a longer term project as weekly tasks. Add success criteria, e.g. poster, model out of recycling with annotations.
Wider reading		Complete some of the wider reading suggested on the green sheets. Summarise findings.

More general ideas for reflection and revision

- ✓ Enter a competition! There are lots of national competitions for teenagers – creative writing, maths, science, exploration, art and design…so take your talents and share what you can do! Your subject teachers will be able to help direct you to a competition.
- ✓ Make a timetable to manage your time – personal study, time with friends and family, revision so you are in control of your learning and fun!
- ✓ Plan a presentation on a topic you are passionate about to share with people at home. It could be a personal hobby, an achievement, something in the news or your approach to school life.
- ✓ Make revision resources as you go through your topics, especially at GCSE. Try creating flash cards or mind maps throughout the year so you have resources already made for exams. You could even try past exam papers to get you ready!
- ✓ When did you last learn some spellings? Go through all your books make a list of your top 5 and top 10 and actually learn them. You'll feel good!
- ✓ Read around a topic. There is so much information available on line so why not use your iPad to explore a topic in more detail? You may have been doing Cells in Biology or Volcanoes in Geography so why not explore them in your own way. Think how you could amaze your teacher!
- ✓ Take the time to go through your books and check that your notes are complete and make sense. If your teacher is happy, why not use a highlighter to go through and highlight key points from your exercise book? Reviewing what you have done will really help it sink in.
- ✓ How good is your subject specific vocabulary? What are the key words you need to know in your subjects? They will be on the green unit overview sheets stuck in your books. How many do you understand? How many can you spell? Spend time to learn and practice using them.
- ✓ Enjoy a really good book or story!
- ✓ Check your targets that you agreed with your mentor. Look through your books and send yourself an email about how the progress you are making so next time you talk with your mentor you are prepared.

Staff: Ways to ensure a positive home working environment
1. Get dressed
2. Establish boundaries
3. Get out and about (if you're not self-isolating)
4. Pick up the phone
5. Get your technology in order
6. Make sure you have bandwidth
7. The kids are alright — but they're home too
8. Manage expectations
9. Know thyself (and thy WFH weaknesses)
10. Embrace the webcam
11. Stay connected

Top Tips!	Marking and feedback suggestions – via Showbie
Set a piece that takes around ½ the normal lesson time. Have your Showbie areas organised by lesson and date. Set work regularly on the VS by 9am. Make it clear where and when the work should be uploaded. Try to vary the tasks over time.	Verbal feedback via Showbie voice note WWW/EBI written Take away menus and codes Red / Amber / Green work Whole class feedback Self-assess with a criteria Peer assess with a criteria
Uploading Work Students should share their work by uploading to Showbie. Where students have completed work by hand, they can photograph and upload.	

Ways to Ensure a Positive Home Working Environment

1. Get dressed

For some people, the prospect of staying in their pyjamas all day is the most tantalising aspect of working from home. But washing and getting dressed will not only improve your state of mind, it will psychologically prepare you to start work.

Whether you need to change into business attire depends on the type of person you are and the nature of the job you have. Some people find that dressing formally is helpful, and also useful if they need to dial into a video call.

But for many others, the point of getting dressed is being forced to shower and change out of clothes they associate with sleep and rest, even if that means just changing into a T-shirt and jeans.

Wearing respectable clothes also increases motivation to leave the house. Likewise, changing out of work clothes when you clock off for the day helps your brain to understand that the working day is over.

2. Establish boundaries

If you're employed by a company, you'll probably have set hours of work, and it's important to stick to these when you're working from home. Be ready to start your day at the same time as you would normally arrive in your office or workplace, and finish your day at the same time.

If there are other people in the house, finding a space where you're not likely to be disturbed is essential.

It's also important to not "overcompensate" because you're anxious about working from home, says Ross Robinson, who manages a team of freelancers at his Ignata Consulting firm.

"Many people tend to over communicate when working from home - either wanting to 'be seen', or overcompensating to ensure people know what they are up to. That's fine - but don't go over the top. You know if you're on task and being productive - keep yourself in check."

3. Get out and about (if you're not self-isolating)

Working from home shouldn't mean you stay cooped up indoors all day. While you might not miss your daily commute, it does guarantee that you leave the house at least once during the day.

So get your shoes on, get outside and enjoy that fresh air. A different perspective will also help undo mental blocks and give you a fresh pair of eyes for any tasks you're struggling with.

Matthew Knight, founder of Leapers, a group that supports self-employed people and freelancers, says getting outside first thing helps him feel like it's time to work.

"There's a mental angle for each individual that makes you feel like you're working," he says. "I will leave the house and walk around the block and feel like right now I am at work. Find ways of putting in those boundaries otherwise it becomes difficult to switch off."

If you can't go outside, you could even bring the atmosphere of the office to you.

"I like bustle and being around people, so I use sound to help make a bit of an atmosphere," says Gillian Roche-Saunders, whose entire regulatory consultancy firm Adempi Associates work remotely.

She uses an app that plays background sounds such as a train moving along tracks, or the chatter of a coffee shop.

4. Pick up the phone

If you're working from home, the chances are you'll be alone, so you won't get distracted by colleagues' conversations and other office noise.

When you're at work, you're more likely to engage with colleagues but when you're working from home, you could spend the whole day without speaking to anyone which can be isolating.

Make some time to pick up the phone and have a real conversation, rather than relying on email and instant messaging.

"More and more people hide behind email rather than pick up the phone and talk to colleagues and contacts," says Hugo Mortimer-Harvey, who's worked remotely from Spain as a freelance PR consultant since 2018.

"When you spend the day working on your own, actually calling people and having a conversation can be much more stimulating and indeed productive than a chain of emails."

5. Get your technology in order

Technology is what enables remote work in the first place.

So make sure to take your laptop home, and don't forget your charger. Also, take home your mouse and keyboard — anything that might make working on your laptop from home a little easier.

If you don't have a work laptop and you'll be spending a long time remote, ask if your supervisor wants you to take your desktop computer home. If you don't drive and it's too much to carry on public transport, ask your employer if you can expense a taxi or rideshare.

Then there's the software. Make sure you have the right applications. Lots of remote workers are leaning heavily on Slack, Microsoft Teams, Skype, Zoom or GoToMeeting. Iron out what your team is planning to use ASAP.

Of course, you'll want to make sure all your technology actually works from home. Do you need a secure line? Are those applications accessible from your home Wi-Fi? Do you need a security key to log in? These are all questions to ask your supervisor or IT department.

6. Make sure you have bandwidth

Internet access — is yours robust enough at home to allow you to video conference? Many conferences and almost all nonessential work travel are being cancelled right now, so people want to use online video conferencing, which requires a good Internet connection.

If your bandwidth is low and you're on a video call, try shutting down other programs to lighten the load on your connection. If your connection is really choppy, you can often shut off the video portion of a call and participate with audio only, which defeats the purpose of seeing your team but will still allow you to participate in the conversation.

If your connection is not robust, set some ground rules about when kids can't be online because mom is on a conference call, or stagger your video meetings with your partner or other family members if possible.

7. The kids are alright — but they're home too

With school closures and concerns about putting kids in day care, as well as staffing those places up, parents are faced with a challenge, especially parents who have to physically go to work because they have no remote work option.

If you are working from home with kids in tow, you'll need to make a plan for education and entertainment. Stock up on books and puzzles. Also, it's OK to use streaming services (Common Sense Media has good recommendations for kid-appropriate content).

One note on play dates, though, since school closures are designed to limit contact among kids. Our Life Kit parenting hosts, Anya Kamenetz and Cory Turner, reported on managing parenting in the time of coronavirus, and cite this advice from Maria Litvinova, a scholar who has published several papers on school closures in epidemics:

"If the school is closed for a certain amount of time, even if it's long and difficult for parents to organize the care, it's important that they do not regroup children again because the effect of the school closure will be much less."

Families across the country are getting very creative with virtual play dates using video chat as well as platforms like Roblox, which allows kids to chat while playing a video game together.

Also, be flexible about how much work you might realistically be able to get done if you're balancing child care. #WorkLifeBalance. Just not the kind you were hoping for.

Here are more tips on managing parenting in the time of coronavirus, including ideas for working from home with little ones.

8. Manage expectations

It's wise to have a discussion with your boss about what can actually be accomplished from home.

Ask your manager what the priorities are, and discuss how tasks will get done.

This should be an ongoing conversation. Remember, going fully remote is a new experience for many companies and their workers. Be honest about what isn't working or can't get done in these circumstances. More overall communication is going to be necessary.

9. Know thyself (and thy WFH weaknesses)

If you're distractible, get ready for work every morning like you are going to physically go into work. Dress up, do your hair — whatever you'd normally do. This puts you in a professional mindset.

It's hard to draw a sharp distinction between home and office when you're at home. But to the extent possible, create a space at home that looks and feels like your office to you.

If you're the type of person who never takes a break at home, set a timer to take time for lunch, and turn off your work. Or go for a walk. If you don't change your venue at some point during the day and take a breather, it can make the claustrophobia worse. Try to maintain normal work hours, and shut things down when you would normally leave the office.

Try to appreciate the benefits that do come with remote work. You're not commuting. You're able to make your own lunch and save money doing so. You have more control over your schedule and more time with family. Focus on whatever positives you can find.

10. Embrace the webcam

Conference calls are tough — there are time delays, not knowing who's talking because you can't see the person, people getting interrupted on accident.

Webcams can solve a number of these issues: the sense of isolation and that confusion.

"To be able to see the person you're talking to I think is important," says Matthew Hollingsworth, who heads operations at Tiny Boards, a company that has several job boards for remote work.

And also, he says, because we miss cues when we aren't working together in person, make doubly sure all colleagues understand their marching orders.

"I tend to overcommunicate, and I think that's a good default setting," he says. Don't be afraid to ask, "Is this clear?"

11. Stay connected

One undeniable loss is the social, casual "water cooler" conversation that connects us to people — if you're not used to that loss, full-time remote work can feel isolating.

To fill the gap, some co-workers are scheduling online social time to have conversations with no agenda. Use Slack chats and things like that if you miss real-time interaction.

Again, embrace video calling and webcams so you can see your colleagues. Try an icebreaker over your team chat: What's everyone's favourite TV show right now? What's one good thing that someone read that day?

Taken from, and for more information, see:

https://www.bbc.co.uk/news/business-51868894
https://www.wrvo.org/post/8-tips-make-working-home-work-you

Support for Staff regarding Health and Wellbeing during Self-Isolation or Working from Home

Please use the link to the following website for more detailed information on coronavirus and your wellbeing:

https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/#collapse42911

1. Plan for staying at home or indoors

Create a new daily routine that prioritises looking after yourself and family members.

When staying at home or indoors, you might find these ideas helpful:

- Find the right place to stay
- Eat well and stay hydrated
- Keep taking medication
- Continue accessing treatment and support if needed
- Take care of your immediate environment

2. Take care of your mental health and wellbeing

If your staying at home and avoiding other people, it might feel more difficult than usual to take care of your mental health and wellbeing.

These are some ideas which may help: see link above for more information

- Handwashing and anxiety
- Connect with people
- Decide on your routine
- Try to keep active
- Get as much sunlight, fresh air and nature as you can
- Plan for working or studying at home
- Find ways to spend your time
- Find ways to relaxed and keep creative
- Keep your mind stimulated
- Take care with news and information
- If your feeling anxious
- If your feeling claustrophobic or trapped

The link below provides excellent strategies on:
Helping young people in school or in your family look after their Mental Health and Wellbeing.

https://www.mentallyhealthyschools.org.uk/media/1960/coronavirus-mental-health-and-wellbeing-resources.pdf

Checklist: are you ready to stay at home?

- **Food**: do you have a way to get food delivered?

- **Cleaning:** are your cleaning supplies stocked up?

- **Money**: can you budget for any higher bills or expenses? Will you save money from lower transport costs that you could spend elsewhere?

- **Work:** can you work from home or not? If not, what are your rights to payment or benefits?

- **Medication**: do you have enough medication, or a way to get more?

- **Health:** can you reorganise any planned therapy or treatments?

- **Commitments**: can someone else help you care for any dependents, walk your dog, or take care of any other commitments?

- **Connectivity**: have you checked the contact details of the people you see regularly, like their phone numbers or email addresses?

- **Routine**: can you create a routine or timetable for yourself? And if you live with other people, should you create a household schedule? Do you need to agree how the household will run with everyone at home all day?

- **Exercise**: is there any physical activity you can do inside your home, such as going up and down the stairs, using bean tins as weights, or exercises you can do in your chair? Joe Wicks You Tube channel, 15 min basic to advance workouts.

- **Nature**: have you thought how you could access nature? Can you get some seeds and planting equipment, houseplants or living herbs?

- **Entertainment**: have you thought about things to do, books to read or TV shows to watch?

- **Relax**: have you got materials so you can do something creative, such as paper and colouring pencils?

A Student Guide to Learning from Home

Be learning ready

Find a quiet working space. Get set up with your iPad, books, and equipment.

Check the VLE every day.

How much? How long?

Try not to work for more than 40 minutes at a time. Aim to complete five hours of work each school day.

Timetable

Have a go at writing a timetable to guide your week. Get into a routine of timings and getting out of bed.

Switch off!

Switch off TV/mobile phones/social media/games – these will be a distraction when learning. Many of you like music, this can help with learning.

Tasks set

Try to vary how you do your work – by hand and iPad/computer.

Too hard? Too easy?

If you are finding the task hard, write a question on the discussion page of Showbie, e-mail the teacher, or come back to it later.

If it's too easy, there are often extension tasks set.

Stay safe online

If you are researching online, take care and use the links suggested by teachers.

Upload

Don't forget to upload your completed work – your teacher will tell you where.

Feedback DIT

Use the feedback, you are ace at reflection and DIT, don't forget this step!

Share and be proud

Share your learning and talk about it with people at home, to share their work, make a quiz, or do a demo!

Assessments

Don't forget, there will be end of year assessments, and you will be prepared for these through your home learning.

Move around, get outside

In between sessions, move around, have a break and get outside for fresh air.

Health body, health mind

Eat well, sleep well and look after yourself.

BE BRILLIANT, KEEP GOING, KEEP ACHIEVING THROUGH CHALLENGE!

Parent and Carer Guide to

Supporting Learning at Home

1. Help them to make a timetable and routine for the subjects they will do and when, with regular breaks and chances to get up and move around.
2. Sessions don't need to be too long – ideally no longer than 40 minutes at a time. Try to aim for 3hrs of learning a school day.
3. Help them find a space to work in where they can focus.
4. Encourage them to organise their resources: equipment, iPad, books so they are learning ready.
5. Monitor the use of TV / mobile phones / social media / games – these will be a distraction when learning. Sometimes students find listening to music can help.
6. Ask them to share the task that was set, so you can check if they are on the right lines.
7. Monitor the use of the Internet for e-Safety reasons (our school guidance can be found on the website).
8. If they are struggling, don't be afraid to move onto something else and come back to it another time.
9. If they (or you) are unsure of the tasks, feel free to post questions on the discussion area of the Showbie page for that subject, or email teachers.
10. Get them to complete their work in a variety of ways (by handwriting, iPad, computer).
11. Could they to talk about their learning with you, to share their work or apply their new knowledge with the family in a quiz, or their skills in a demonstration?
12. Try to be positive about their attempts at work – it will feel really different for them.
13. Try to let them be independent where you can.
14. Help them on how to research a new word / idea to guide their learning.
15. Encourage them to move around, be active and get outside where possible.
16. Don't forget to remind students to upload their work to Showbie for feedback.
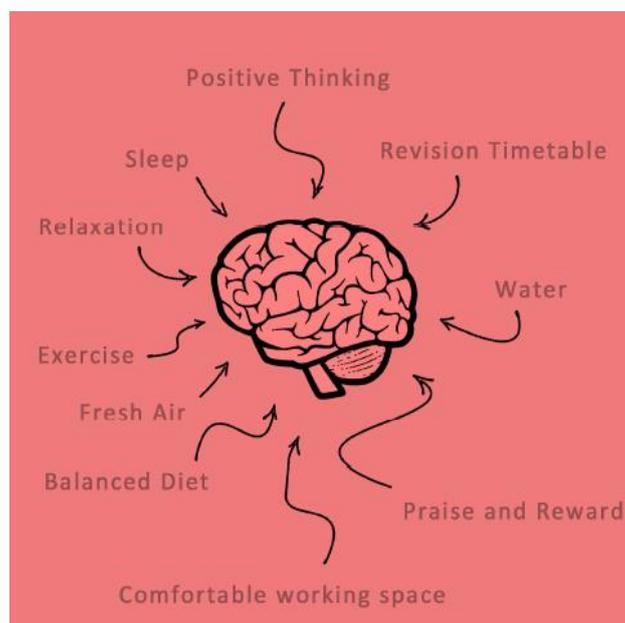
How we will set work and how you can help

How we will set work:

- ✓ Teachers will set work at the start of the week on the VLE.
- ✓ All work should be completed by the deadline at the end of the week.
- ✓ Teachers will acknowledge completion and then feedback if appropriate
- ✓ Great work will be loved……….
- ✓ We will let you know if work is not completed or done badly!

Parents and Carers – Your 5 a Day:

- ✓ Please inform the main office if your child is poorly and cannot complete work.
- ✓ Please ensure your child has an iPad that is working and connected.
- ✓ Please help your child structure their day. Five hours a day when we get in the swing of things will do it.
- ✓ Please email teachers if your child needs help, or contact the main office: secretary@penryn-college.cornwall.sch.uk
- ✓ Keep your child at home, safe and happy!

Students – Your 5 a Day:

- ✓ Ensure your iPad is charged and check you can access the programmes you need.
- ✓ Check your work the VLE. Check with staff if you are unsure of any work set either through Showbie if set up or email. If you are completely stuck then please e-mail secretary@penryn-college.cornwall.sch.uk
- ✓ Complete all work set by the deadline.
- ✓ Upload all completed work in the correct folder and clearly labelled.
- ✓ Respond to feedback given by staff.