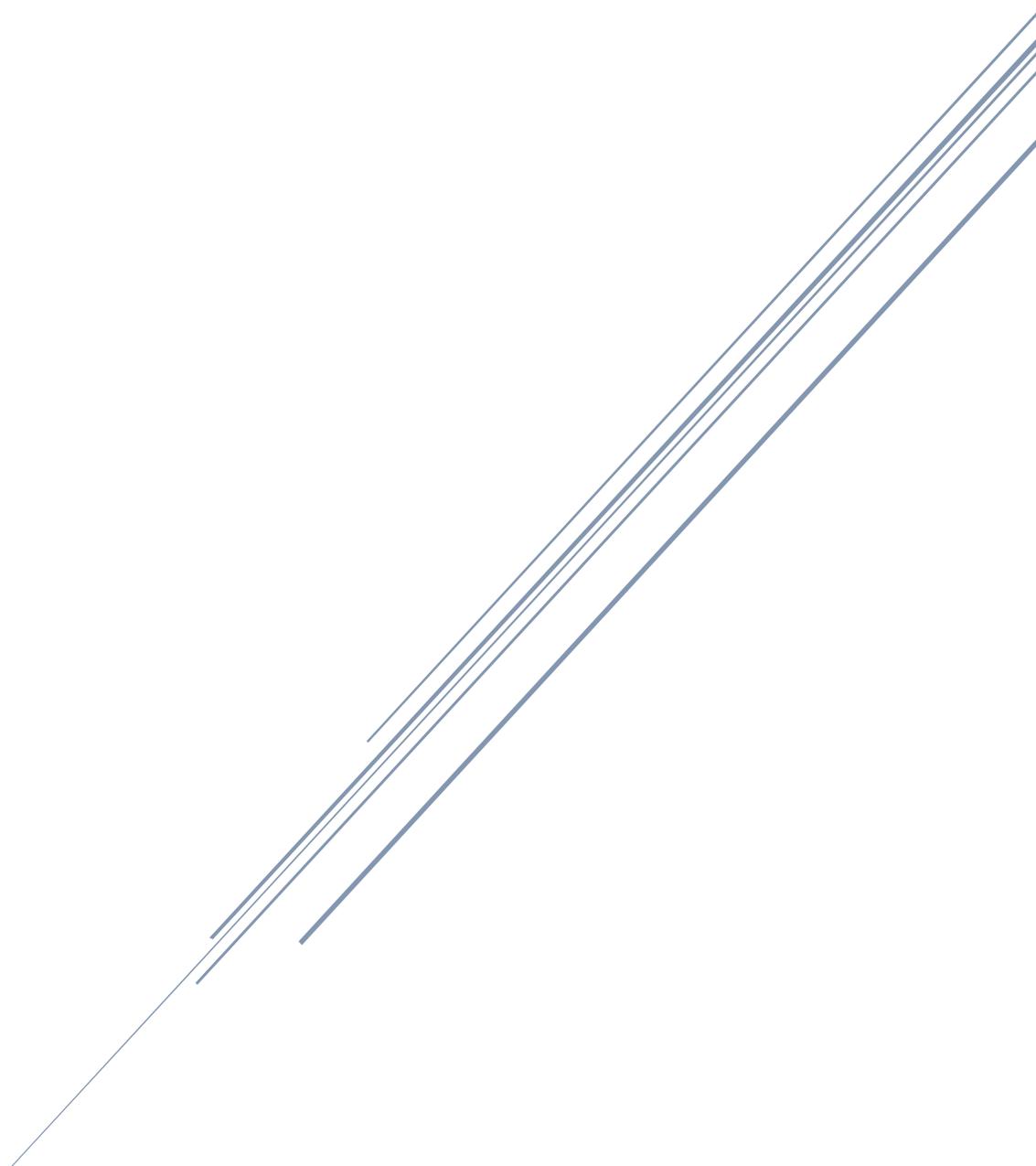


DIGITAL CONTINUITY STRATEGY

Teaching and Learning Team



The Compton School
Spring 2021

Continuity of Learning at The Compton School

The aim of The Compton School's digital continuity plan is to minimise the well-understood impact on progress of an extended break in students' learning. It is not expected that The Compton School should replicate the breadth or pace of our standard face-to-face curriculum and this has been recognised by the government. Likewise, the delivery of 'live' lessons using video conferencing software is extremely difficult, with potentially a low impact if there is poor student engagement or a lack of skills and knowledge from teaching staff. The strategy outlined below is centred on:

- a flexible approach to teaching and learning, that recognises the many scenarios that exist from a student being on site learning, to isolating away from the school community. It allows for both the teaching of live and recorded lessons, as well as independent student work
- using existing tools with which staff and students are likely to be familiar with, such as MS Teams and Show my Homework
- recognition of the reliance on high-bandwidth, stable internet connections and ICT hardware, which may not necessarily be available

National Expectations

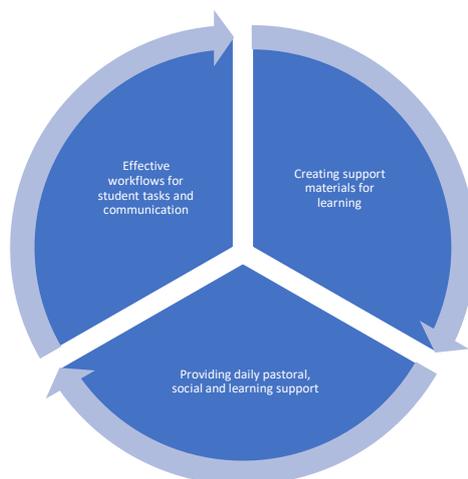
The 'temporary continuity direction' issued by The Secretary of State for Education makes it clear that The Compton School has a duty to provide an immediate remote education. Ofsted inspection will consider the quality of our school's remote education in accordance with the expectations set out in this document. The remote education provided should be equivalent in length to the core teaching students would receive in school and will include both recorded or live direct teaching time, and time for students to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

Key Stages 3 and 4: 5 hours a day

Key Stage 5: Time equal to their teaching timetable each week

The Digital Strategy

This strategy is best understood as three parts, as shown on the image below.



The Compton School has been integrating existing systems to Office 365 over the past year and therefore we have continued to take advantage of this suite, as well as existing staff and student knowledge. Our primary delivery platform for workflow is MS Teams, alongside some of our existing communication platforms such as Show my Homework.

We have looked to keep our lesson content as simple as possible, both to generate and view. Therefore, software such as Microsoft PowerPoint has been extensively used; this has reduced unnecessary teacher workload and is accessible by all students through their Office 365 school accounts.

Rapid innovation in remote learning is allowing teachers to do more in this environment. The Compton School is constantly exploring the best ways to teach our students and prepare lesson content.

The move to a more cloud-based approach has seen some real positives emerge. Classes are experiencing the benefits of OneNote Class Notebook for example and there is good integration with our existing School Management systems, Sims. This is allowing for the close monitoring of attendance in lessons to take place.

High Quality Digital Remote Education

Remote education is a broad term encompassing any learning that happens outside of the classroom, where the teacher may or may not be present. *Digital remote education* is the same as above, but the remote learning is delivered through digital technologies. During a period of school closure, The Compton School anticipates it will be able to seamlessly transfer to a remote digital education. This remote digital education will be both a synchronous or a live taught class, as per a student's timetable or an asynchronous lesson, where the work has been prepared for the

lesson, but the teacher is not present, and the work can be accessed then or at another time by the students.

The key aim of our high quality digital remote education is to be able to deliver our outstanding school curriculum, so that students know more and remember more. Subject Middle Leaders have been reviewing their curriculums across years 7 to 13 and have decided what content should be taught online right now. When students return to school the other components of the curriculum will be delivered, so that no student falls behind or is not taught the full content.

We are striving to replicate our high-quality teaching online, with the same high expectations on both our teachers and students. A great deal has been learnt since the first lockdown about how teaching and learning is delivered online. Our teaching staff understand the importance of **variety**, when planning their lessons so that students are not simply sitting in front of their devices for five to six hours a day. Some lessons will therefore be live recorded lessons; some will only have a limited teacher input, followed by independent work; some may be group work tasks; others may require students to watch content from external sites such as Oak Academy or BBC iPlayer. We are very aware that it is harder for students to concentrate when being taught remotely, so in every lesson taught live we are dividing content into smaller chunks, modelling more and doing more retrieval practice to consolidate learning. The Department for Education is very clear that live lessons are not always the best lessons, they do have some advantages, but they should be part of a full range of approaches and this is the direction being taken at The Compton School.

At the heart of our digital remote learning strategy is the belief that learning is not fundamentally different when done remotely. **Feedback and assessment** are more of a challenge online, particularly delivering immediate feedback to students. Teachers at The Compton School have found many clever ways to do this; immediate feedback is being given through chatroom discussions, MS Forms, low stake quizzes and live one to one questioning. More detailed formative feedback is being facilitated by software such as OneNote Class Notebook and in the usual way through Show My Homework, after students have uploaded their work. Summative assessment is also being delivered in traditional ways such as teachers marking assignments, but also through the new emerging online platforms such as Seneca.

It is harder to **engage** students when they are not in the classroom with their teachers; and, as a school, we are very aware of the other distractions that can occur in the home online learning environment. This is partly why we are so passionate about believing in the **variety** of learning experiences a teacher should deliver. We also believe that learning should be **enjoyable** and our teaching staff will endeavour to ensure that our students enjoy their learning, even in this most challenging of times.

Whilst there are reasons to be concerned about a period away from school, there is also a unique opportunity for The Compton School to explore teaching and learning in a new way, using different content. The virtual world is an amazing place and already our teachers are doing things that simply would not be possible if everyone was together in the classroom.

Behaviour

If students are not in school, we expect them to follow the Positive Behaviour for Learning Policy which has been adapted to include the expectations for working remotely: to engage in the work set online; to be contactable during required times – although we do accept that students may not always be in front of a device the entire time; to complete and submit work to the deadline set by teachers; to seek help if needed from teachers or Year Managers; to alert teachers if they're not able to complete work; to use proper online conduct, such as using appropriate language in messages as per the online safety guidance.

Teachers will be expected to continue to contact parents of students who have not logged onto their lessons or who have been identified as finding it difficult to engage with their learning to try and resolve issues and offer any support necessary. This information will be communicated to the relevant Year Managers so that a collaborative and appropriate response can be actioned quickly.

Additional support for students with particular needs

We recognise that some students, for example some students with special educational needs and disabilities (SEND) may not be able to access remote education without support from adults. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those students in a number of ways. The Curriculum Support department and Teaching Assistants will provide support to EHCP and key SEND K students as follows:

When assisting with remote learning, teaching assistants will be available during usual working hours. Where appropriate, when there are individual students self-isolating or during full school closure the students' TA key worker may organise an MS Teams call to check in.

The Curriculum Support department will have systems for checking, at least weekly, whether students are engaging with their work, and inform parents immediately where engagement is a concern.

TAs will also work with the class teacher to personalise and differentiate resources further for their key students so that the work is accessible. TA's will also support the class teacher with MS Teams calls and if necessary, lead a 'break out' group so that more personalised support can be offered, as well as conduct check in calls.

Where the TA's main role is in offering 1-2-1 and small group interventions outside of the classroom, these will also be delivered via MS Teams where possible.

The wider aspects of school life

There is clear evidence that if students experience all aspects of the school online, they are more likely to continue to engage with the online lessons. Therefore, we will be continuing to deliver Personal Development Time (PDT) each day at 10.35-11.00am. This allows very important contact between the form tutor and the form class, as well as the continued delivery of the pastoral curriculum. The content of these PDT sessions has also been tailored to support students whilst they are out of school and therefore includes refreshers on how students can stay safe online; respectful behaviour when learning remotely; emotional health and wellbeing and how to access support.

The school will also continue to deliver assemblies as these have many purposes such as, creating a sense of the wider school community that the students are part of, reinforcing key messages and celebrating what students are achieving.

Attendance

Attendance in lessons is obviously critical and during this period all the usual school expectations around high attendance exist. All Compton teachers log attendance in lessons every day using the SIMs and this data is analysed by the school Attendance Officer who reports to a member of the senior team. This register is circulated to Key Stage Leader and Year Managers daily so that any absences can be addressed immediately. In individual lessons teachers follow up on absence with an initial supportive message in Show my Homework, then a phone call home and finally a referral to the Year Manager/Key Stage Leader if a pattern is emerging.

As a school we are totally committed to removing any barriers to students not accessing online learning and we are actively seeking to always understand issues when they arise. Our weekly 'each and every child' check-ins ensure that every single child in our school community is spoken about in school, at least once every week, to ensure there are no barriers to them learning from home that we have not already identified.

Safeguarding

Safeguarding is of course a paramount consideration.

Specific guidance for staff about remote learning and safeguarding has been shared with clear protocols about professional and safe behaviour, privacy for staff and students, making sure lessons are recorded or carried out with another member of staff present and that no one to one sessions take place. Students and parents are also given clear guidance and support about how to use digital media and technology as safely as possible and for parents, how to monitor their child's online activity and remote learning and for both, how to access support from the school and external agencies if they need it. This support includes taking a proactive approach

to mental health and wellbeing, making sure that virtual activity is balanced with physical activity and interactions and healthy eating, hydration and sleep. Our guidance is reviewed on a regular basis to ensure we are keeping up to date with any changes in the national guidance and the needs of our school community.

Extra-Curricular

The Compton School has always had a strong extra-curricular provision for its students, and we hope that this can be replicated in the online learning environment. Some subject areas have already become early adopters and are running clubs for students to attend and we hope to see these numbers grow. These kinds of activities help to engage students in their learning as well as serving as a place for students to meet each other and talk about subjects they love and enjoy.

Surveys

The Compton School remains restless in its desire to continually improve the remote digital learning provision. It is vital that we seek and act on the views of our staff, parents and students during this period of closure. Therefore, we will be sending out MS Forms surveys via School Comms to all relevant stakeholders and acting on the information we receive back.

Support for students

The school has an extensive system of support in place to ensure students' needs are met in as efficiently as possible in order to minimise any potential loss of learning and or safeguarding needs. In relation to the digital context, students who need a laptop, 4G router or data are identified and provided with the relevant technology and support that they need. We have a ranking system for digital allocation, but with the recent increase in the availability of digital resources, the school has been able to target support more widely on a case-by-case basis.