



# Virtual Teaching & Learning

## Contents

- [Virtual Timetable](#)
- [Registering students](#)
- [Tutor Time / Assemblies](#)
- [The role of the Form Tutor](#)
- [General teaching expectations](#)
- [Staff development : Online teaching](#)
- [Behaviour and rewards](#)
- [Homework](#)
- [Marking and Assessment](#)
- [Process for collecting data in support of CAGs](#)
- [Safeguarding](#)

Bishopshalt strives to provide as normal an educational experience as we can whilst students are remote learning. We aim for all students to participate in the full curriculum, and there are systems and processes in place to ensure that we remove as many barriers to learning as we can.

## Virtual Timetable

Registration	L1	L2	L3	L4	L5
9.00 - 9.15	9.25 - 10.10	10.20 - 11.05	11.35-12.25	12.45 - 1.35	2.30 - 3.20

## Registering students

- Where staff are in school or have remote access to SIMs, registers should be taken on SIMs as usual
- Form Tutors teaching from home should email Nikki Colley with a list of absent students or send an email indicating that all students are present by 9.15 am
- For lessons, staff teaching from home should email Nikki Colley with a list of absent students or send an email indicating that all students are present within the first 10 minutes

## Tutor Time / Assemblies

Monday - Year assembly

Tuesday - Tutor Time (reading)

Wednesday - Whole school assembly

Thursday - Year assembly

Friday - Tutor Time

- Staff who are leading the session should email the link to students shortly before 9am
- HOYs will direct FTs with regard to the specific detail of each session

## The role of the Form Tutor

- HOYs will direct FTs to make phone calls to specific students between 8.30 and 8.50am each morning.
- In the first instance, calls are likely to be made where there are concerns around a student's well-being, attendance, behaviour, work ethic or access to devices / internet.

## General teaching expectations

- Students should access lessons via Google Meet
- Staff should **never** admit external email addresses to any lesson or assembly
- Student cameras must be off, but they should contribute verbally wherever possible
- All assemblies / TT to take place virtually - staff who are leading the session should email the link to students shortly before 9am
- All lessons to begin with register and a retrieval Do Now task
- All lesson resources must also be placed on Google Classroom to ensure that students can access them later if internet issues arise. Lessons can also be recorded.
- Students must submit work via Google Classroom so that teachers can ensure that they are engaging.

## Staff development : Online teaching

- In order to continue to improve our provision and support each other in delivering engaging lessons that facilitate student progress, in the W/B 18th of January all teachers across the school will virtually drop-in to at least one lesson taught by a colleague.
- Our [Google Classroom CPD website](#) contains lots of brilliant video clips created by LPs to take you through every possible element of Google Classroom and online teaching step by step. Just click 'home' in the top right hand corner and scroll down to the particular aspect of Google Classroom / Virtual teaching you need help with.
- We will be amending our Wednesday morning CPD programme this half term so that our focus is on virtual teaching and learning:
  - Up to and including Wednesday 10th February there will be 2 simultaneous CPD sessions every Wednesday at 8am, which will be automatically added to staff calendars.
    - Session 1 : Google Classroom Surgery.
    - Session 2 : Using Google Classroom Extensions to improve virtual T & L

## Behaviour and rewards

- The behaviour policy should be applied as normal and warnings / achievement points should be given where appropriate.
- Where staff are not able to log warnings or achievement points on SIMS they should email [PastoralSupport@bishopshalt.school](mailto:PastoralSupport@bishopshalt.school) with the following information:
  - Classcode e.g 10B/Fr1
  - Lesson (i.e 1-5)
  - Student's full name
  - Reason for warning / achievement point (e.g W1 - disruption or achievement point - excellent effort)
- If a student receives three warnings or there is a serious incident they are placed on call.
- Staff members must immediately remove the student from the virtual lesson and email [OnCall@bishopshalt.school](mailto:OnCall@bishopshalt.school) providing the following information
  - Student name
  - Classcode e.g 10B/Fr1
  - Lesson (i.e 1-5)
  - Reason for Warning 1
  - Reason for Warning 2
  - Reason for 'On-call'
- Examples of behaviour that warrant a warning:

- Lateness
- Unnecessary / inappropriate comments in the chat box or verbally
- Failure to fully engage in the virtual lesson
- Failure to evidence work when asked, for example by uploading screenshots to Google Classroom
- Lack of effort
- Inadequate work
- Failure to submit homework
- Any other behaviour that distracts the teacher from teaching or the students from learning

## Homework

- All homework should be set on Google Classroom, but clearly explained in the virtual lesson.
- Students should be given a minimum of 48 hours to complete homework, but longer where possible.
- Guidelines on homework frequency are for guidance only, when setting homework the individual needs and abilities of your students should be taken into account.

### Frequency of Homework:

Year group	Minutes of homework per lesson*	Total homework each week
Year 7	For mental health reasons and to cut down on the time they are spending in front of a screen, do not feel obliged to set homework for KS3 whilst students are learning virtually. Optional tasks or super-curricular activities might be more appropriate. Where you need to set homework try to ensure students have plenty of time and that they don't have to sit in front of a screen to complete it.	
Year 8		
Year 9		
Year 10	30	Approximately 12-13 hours per week
Year 11	30	Approximately 12-13 hours per week
Year 12	120	Approximately 25-30 hours per week
Year 13	120	Approximately 25-30 hours per week

\* Homework does not need to be set every lesson. For example, for Year 10 you could set one 90 minute piece every 3 lessons.

## Marking and Assessment

Bishopshalt will ensure that we provide feedback to our students during the lockdown. Below is the minimum agreed expectation per half term:

KS3	KS3 - 2 or less periods per week	KS4 and KS5
<ul style="list-style-type: none"> <li>● One <a href="#">formative assessment</a> which requires minimal teacher input (e.g. a self</li> </ul>	<ul style="list-style-type: none"> <li>● One <a href="#">formative assessment</a> which allows us to report to parents if the child is on track</li> </ul>	<ul style="list-style-type: none"> <li>● One <a href="#">formative assessment</a> which requires minimal teacher input (e.g. a self</li> </ul>

<p>marking quiz)</p> <ul style="list-style-type: none"> <li>● One piece of work marked by the teacher and individual feedback given. (White stickers are not necessary, but clearly actionable areas for improvement are.)</li> <li>● One summative assessment that can be given a result (% or grade)</li> </ul>	<p>or not.</p>	<p>marking quiz)</p> <ul style="list-style-type: none"> <li>● Two pieces of work marked by the teacher and individual feedback given. (White stickers are not necessary, but clearly actionable areas for improvement are.)</li> <li>● One summative assessment that can be given a result (% or grade)</li> </ul> <p>Note: Year 12 will have Mock/Trial exams this half term. For Year 13 and Year 11 the summative assessment will be the teacher assessment outlined below for the CAG process.</p>
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## Process for collecting data in support of CAGs

- Year 11 and 13 will have at least **one** full mock exam as late as possible. Ideally during the real exam timetable. These will be marked and moderated.
- If the students return early enough an earlier round of mock exams will also be conducted.
- All teachers will conduct, on top of the above, 3 more formal teacher assessments that will be considered in CAGS:
  - Based on real exams
  - Not necessarily a full paper
  - Unseen by students
  - Assessments generated by Exam Pro (or the like) are absolutely fine
  - Process of standardisation (department led) to ensure integrity
  - Evidence kept
- Departments should aim to finish the curriculum. Departments are free to map their curriculum out to best fit the progress, and education of their students.
  - BTEC / Vocational to finish due to External Verification
  - Portfolio of evidence should be kept

## Safeguarding

All normal procedures should be applied to safeguarding. Please refer to the [Staff Handbook](#) for further information.