



Altrincham Grammar School for Boys

Remote Learning Policy

Nominated Lead Member of Staff:	TS
Last Review Date:	December 2025
Next Review Date:	December 2026

In the event of a school closure, Altrincham Grammar School for Boys is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. The school is committed to ensuring that:

- All remote learning is sequenced in line with curriculum and the schemes of work students would be studying if in school.
- There will be the most appropriate blend of remote teaching including live lesson via Teams, video presentations and independent, self-study work.
- SEND students will be fully supported.
- Work is meaningful, challenging and ambitious.
- Students receive feedback on key pieces of work in line with the school's assessment and feedback policy.
- Students receive weekly contact from form tutors during partial or complete closure (Tiers 2, 3 and 4).

Tiered Response to Remote Teaching

The nature of the remote learning will depend on the Department for Education's (DfE) tiered response:

Tier 1 - Schools will remain open to all pupils.

Tier 2 – AGSB will operate a 2 week rota system:

- Rotation 1 (2 weeks, following A/B week timetable structure) – Years 7, 9, 11 and 13 will be taught in school; Year 8, 10 and 12 will be taught remotely according to their timetable.
- Rotation 2 – Years 8, 10 and 12 in school; Years 7, 9, 11 and 13 remote teaching.

Tiers 3 and 4 – AGSB (apart from selected year groups for Tier 3, DfE to inform school) will teach all students remotely according to the Remote Learning Strategy.

Tier 1 Remote Learning Strategy

This is to clarify the expectations on the teaching of pupils who are absent from lessons and is in line with the DfE's statutory guidance requiring *immediate* provision of remote teaching for self-isolating students.

1. Whole year self-isolation

All students will receive live lessons according to their timetable via TEAMS. Students will be registered via ARBOR. Homework should continue to be set on SMHW.

2. Individual/groups of students isolating

The expectation is that students are sent self-study work before their lesson, if possible, or within a working day of their absence; this should be delivered via e-mail or Teams.

To save time and increase interaction with the students, colleagues may choose to live stream part or all of their lesson if this is the most appropriate way of delivering the curriculum. Live streaming increases motivation and aids progress and this method of curriculum delivery is encouraged.

3. Students who are unwell

These students should be set independent work via Teams or Classwork on SHMW if the duration of the absence is greater than 2 weeks. They can be invited to join the live streamed lesson if these are taking place.

4. Students who are temporarily excluded

These students should be sent independent self-study work via emails or Teams for the duration of the absence.

Guidance for staff who are absent

1. Staff who are ill

If possible, cover work will be set and this emailed to the line manager. The classes will be covered as normal.

2. Staff who are well and self-isolating

Staff who are self-isolating will receive a phone call from their SLT link to assess their wellbeing, domestic situation and their ability to access Teams.

For classes at KS3, 4 and Year 12

If deemed appropriate after the SLT/teacher discussion, Teams will be used to deliver the lesson after using the calendar to set up the lesson. The cover teacher (using the supply@agsb.co.uk email address) should be invited to the Teams meeting/lesson after the cover list has been checked. The cover teacher will take the register in SIMS and use the desktop computer to join the lesson in Teams. The self-isolating teacher can then explain the work to the class and be available to answer questions live or via the Posts section.

If the cover teacher is unable to use Teams to join a meeting a pupil can, under supervision and with Covid precautions undertaken, join the Team on behalf of the class.

For Y13 classes

Again, if deemed appropriate after the SLT/teacher discussion, Year 13 students should use their own devices to join the Teams lesson, as they will be unsupervised. They should be informed of the location of the lesson via email i.e. they should go the usual room unless this is in Technology or a Science Laboratory – the teacher should ask Cover supervisor to re-room the lesson if this is the case and this communicated to the students by the teacher.

Tier 2, 3 and 4 Remote Learning Strategy

The expectation is that classes are taught remotely on Teams according to their timetable. Students will be registered on SIMS for all timetabled lessons (with the exception of PE, PSE and Careers) and they should expect to be involved/participate in the lesson unless they are ill. The teacher will then explain the work to the students and outline the expectations for that lesson. As always, the teacher will use their judgement to determine the best way of delivering the curriculum content in that lesson

but the expectation is that lessons, in the main, will follow the best practice guidance found below (Appendix 1 - Advice on using live lesson effectively).

1. Homework

This will continue to be set regularly according to department policy on the SMHW platform.

2. Marking work

Teachers should follow the Departmental marking policy and use SMHW or the Teams platform to set Assignments and collect work that is to be assessed/marked.

If pupils persistently fail (at least two consecutive occasions) to attend live lessons and/or submit work, please email the parents. If the problem does not resolve please inform the Form Tutor, Head of Department and Head of Year.

Appendix 1 - Advice on using live lesson effectively

Lessons are effective if they contain a large amount of pupil involvement and they are accountable for their work. A few ideas

- Using chat – ask students a question, give them a time limit e.g. 1 minute then ask them only to send the answer (pressing send) when the minute is up.
- ‘Dissolve the slide’ regularly – ask students to have their cameras on and remove the displayed slide regularly so student can see each other.
- Ask pupils to share their work – simplest way is to hold up their notes/answers to the camera.
- Prepare a question(s) for an exit ticket – when ready paste into chat.

	Lesson opening (15min)	Independent work (20-30 min)	Lesson plenary (5-10 m)	Flexible time (15min)
Key Elements	<p>Brief intro – with large amount of student interaction. Outline of lesson structure</p> <ul style="list-style-type: none"> • Go through previous class/homework • Teach new topic • Explore previous topic in greater depth • Model good/correct answer 	<p>Explain and set independent work. Pupils can then work in their books (avoid too much screen time)</p> <ul style="list-style-type: none"> • Note making with summary • Working through PPT or video • Independent reading 	<p>Review of independent work; check for understanding</p> <ul style="list-style-type: none"> • Retrieval quiz • Show summary • Worked example • Exit ticket (in chat) 	<p>Individual check-ins – dealing with specific problems</p> <ul style="list-style-type: none"> • Re-teach • Retrieval practice • Homework queries
Screen	<p>Pupils with cameras on at start. Then PPT of structure/objectives of lesson including materials needed for the lesson</p>	<p>Instruction screen remains visible throughout</p>	<p>Pupils with cameras on – as much involvement as possible</p>	<p>Closing screen (PPT) of what is due and when including how to submit</p>