

Remote Learning Policy

Version	1.0
Approving Body	Trust Board
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Owner	DSI
Applies to	All Trust schools, all Trust staff

Version	Date	Reason
1.0	June 2020	To establish a Trust wide policy for the Coronavirus outbreak
1.1	October 2020	To reflect changes to DfE guidance
1.2	December 2020	To reflect changes to DfE guidance

This policy applies to the Trust as a whole and to all the schools in the Trust, in accordance with the Equalities Policy, vision, values and strategic outcomes of Wimborne Academy Trust. Wimborne Academy Trust, including all the schools within the Trust, their Trustees, governors and staff, must abide by this Policy.

This Policy describes Wimborne Academy Trust's provision for remote learning and has been produced in accordance with the Articles of Association and Scheme of Delegation. If there is any ambiguity or conflict then the Scheme of Delegation takes precedence. If there is any question or doubt about the interpretation or implementation of this Policy, the Trust clerk must be consulted.

Herein:

- 'The Trust' means Wimborne Academy Trust.
- 'School' means a school (academy) in Wimborne Academy Trust.
- 'Trustee' means a Trustee of the Trust and member of the Board of Trustees, which is the legal governing board of the Trust; a Trustee is also a Director of the Trust.
- 'Academy committee' and 'AC' means a local academy committee that is a committee of the Board, and 'governor' means a member of a local academy committee.
- 'Headteacher' means the principal of the school.
- 'CEO' means the chief executive officer of the Trust (or an executive officer to whom they have delegated specific authority to act on their behalf).

1. Aims and indicators

This remote learning policy for staff aims to:

- Ensure high quality provision for all children learning remotely
- Ensure consistency in the approach to remote learning across the trust
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

The key performance indicators if this policy are:

- 100% engagement in remote learning trust wide
- 100% of children receive feedback at least weekly
- 100% of children receive pastoral contact at least weekly
- Survey feedback is more positive than national benchmarks

2. Effective remote learning

2.1 Aims of remote teaching:

- Teachers set assignments so that pupils have meaningful and ambitious work each day in the full range of subjects in their normal curriculum
- Teachers provide frequent, clear explanations of new content, delivered by a teacher through live lessons or pre-recorded content
- Teachers adapt teaching in response to questions or assessments

2.2. Aims of remote learning:

- Pupils have access to a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Pupils have access to high-quality online and offline resources and teaching videos and that are linked to the school's curriculum
- Pupils have access to online tools that allow interaction, assessment and feedback,

2.3 Principles of teaching and learning

The trust wide principles of teaching and learning apply to remote learning as they do learning in the classroom. How these principles are implemented will need consideration.

Examples of remote teaching approaches:

- Live teaching (online lessons)
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)

- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

2.4 Expectations of remote teaching

Teachers set remote learning that is of equivalent quantity to that which they would receive in school (5 hours). This is greater than minimum expectations set out by the DfE of

Key Stage 1: 3 hours a day on average across the cohort, with less for younger children

Key Stage 2: 4 hours a day

Key Stages 3 and 4: 5 hours a day

A pupil's first day of being educated remotely might include independent work while teachers take all necessary actions to prepare for a longer period of remote teaching.

The remote curriculum will be the same as the in school curriculum wherever possible and appropriate. However, there will be adaptations in some practical subjects.

Where individual pupils need to self-isolate but the majority of their peer group remains in school, full remote education will be offered although it may not be possible to deliver live lessons.

Dfe guidance is now:

Key Stage 1: 3 hours a day on average across the cohort, with less for younger children

Key Stage 2: 4 hours a day

Key Stages 3 and 4: 5 hours a day

2.5 Expectations of feedback and assessment

- Schools will provide feedback to parents by phone or email daily where there are concerns regarding engagement
- Schools will contact parents immediately where there is a safeguarding concern

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. The approach to feedback on pupil work is as follows:

- Teachers will provide whole-class feedback at least weekly, though GoogleClassroom, Tapestry
- Teachers provide individual feedback where there are specific points to be made at least weekly, though GoogleClassroom, Tapestry
- Automated feedback from digital platforms will be provided for each assignment

2.6 Additional support for the youngest children and those with special educational needs and disabilities (SEND)

Some pupils, for example the youngest in reception and year one and those with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. The approach is to acknowledge the difficulties this may place on families, and work with parents and carers to support those pupils in the following ways:

- For the youngest children adapt work so that it is accessible and manageable. In Reception, remote learning will be delivered through Tapestry.
- Deploy staff to work with families to deliver a broad and ambitious curriculum for pupils with SEND where they may not be able to access remote education without adult support.
- To deliver specialist therapies through remote therapy or using online therapy sessions.
- To deliver therapy sessions such as SALT or OT, preferably by using virtual sessions but online services such as Oak Academy sessions can also be used.

2.7 Live lessons

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and, as required, the SSCT.

Online teaching should follow the same principles as set out in Wimborne Academy Trust's code of conduct and ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Live lessons may be used where:

- Whole classes/ bubbles of pupils are isolating at home. The teacher could be in school OR at home.
- Part of a class or individuals from a class are required to isolate. The teacher could be in school OR at home.
- The class are in school, but the teacher is required to isolate at home. (Additional staffing will be required in the room with the class)

Considering school closures and the need to provide continuous learning for pupils please consider the below additional safeguarding measures alongside your settings IT/online learning policies.

- Staff and children must wear suitable clothing, as should anyone else in the household
- Language must be professional and appropriate, including any family members in the background

Within School/ at home

- Ensure all live lessons are recorded.
- Ensure a clear timetable of each online session is completed, detailing:
 - The content of the live lesson
 - The time it started and finished
 - Any issues that arose during this session

The senior Leadership team should ensure online lessons are appropriate by;

- Being aware of the content
- Dropping into the classes throughout the day (unannounced)
- Viewing a cross section of recordings






Pupils at Home

Pupils parents/Carers should have communicated the following expectations:

- The child is in a public area of the home
- The child should be appropriately dressed
- Pupils keep their camera on (unless they are not allowed to have their image shared publicly)
- Pupils keep their microphone off unless speaking
- Pupils should speak with a trusted adult if they come across content online that makes them uncomfortable.

Safeguarding - Record all live lessons and upload to google drive/ google classrooms. Deleting any local files.

2.8 EEF Home learning approaches planning framework

Approach	What is it?	Why include it?
Activate 	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	An important aspect of metacognition is planning how you'll approach a task, using what you already know.
Explain 	Explicitly teaching strategies to pupils and helping them decide when to use them.	Metacognitive strategies are most effective when they are context-specific, especially if pupils understand when and why to use them.
Practise 	Pupils practising strategies and skills repeatedly, to develop independence.	Pupils need to practise new strategies, to develop independence. Scaffolds and support are needed at first, but should decrease over time.
Reflect 	Pupils reflecting on what they have learnt after they have completed a piece of work.	Self-regulated learners use tasks they have completed to evaluate what went well, and what they will do differently next time.
Review 	Revisiting previous learning after a gap.	Retrieving things from memory, particularly after you've started to forget them, aids long-term retention.

3. Roles and responsibilities

3.1 Teachers

Teachers must be available to work during their normal working hours. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Teachers are responsible for:

- Setting work
 - For all classes taught, following the full curriculum
 - The quantity of work should reflect reasonably the amount of time pupils would be working in school (5 hours)
 - Planning for work set should follow the principles set out in section 2 and should be available by 8:30 on the day
 - Work should be uploaded to google classrooms/ Tapestry
 - Where pupils do not have access to ICT, paper based work should be provided of the same content and quality
- Providing feedback
 - Whole-class feedback at least weekly, though GoogleClassroom, Tapestry
 - Teachers provide individual feedback where there are specific points to be made at least weekly, though GoogleClassroom, Tapestry
 - Automated feedback from digital platforms will be provided for each assignment
- Keeping in touch with pupils and parents
 - Make welfare calls for vulnerable pupils at least weekly
 - Inform parents where work has not been completed daily
 - Respond to emails and phone calls from parents during working hours
 - Refer complaints to your line manager
 - Refer safeguarding concerns to the DSL immediately
 - Behavioural issues should be dealt with and can be raised to line manager, pastoral lead or subject lead
 - Rewards systems should be used to motivate pupils
- Attending virtual meetings
 - To collaboratively plan the curriculum
 - To review the curriculum, share best practice and challenges

3.2 Teaching assistants

Teaching assistants must be available to work during their normal working hours. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Alongside their any responsibilities in school, teaching assistants are responsible for:

- Supporting pupils with learning remotely as directed by the SENDCo
- Making contact with pupils requiring support
- Adapting resources for pupils to enhance remote learning
- Providing remote therapies

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject to make sure work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the work set by teachers in their subject through google classrooms and tapestry
- Developing systems and a culture of shared planning

3.4 Senior leaders

Alongside any teaching responsibilities, a senior leader should be identified to be responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring contact made with children and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Communicating arrangements for remote learning with parents via parent mail, google classrooms and the school website
- Report on the quality of remote learning to the executive team, academy committee and trust board

3.5 SENDCos

Alongside any teaching responsibilities, SENDCos are responsible for:

- Ensuring that TAs are deployed effectively to support remote learning alongside in school provision
- Ensuring that all planning and resources are appropriately adapted to meet the needs of pupils
- Monitoring the learning of pupils with SEND and adapt provision
- Ensuring assessment is accurate and informs planning but does not become burdensome
- Engaging services offered by outside agencies such as OT, EP and SENSS to provide additional support for those learning remotely

3.6 Pastoral leaders

Alongside any teaching responsibilities, Pastoral leaders are responsible for:

- Ensuring class teachers and tutors are in weekly contact with children and parents to discuss their learning and wellbeing. Any issues are followed up
- Making weekly provision for assemblies/ collective worship
- Referring any concerns to the senior leadership team or DSL, if necessary

3.7 Pupils and parents

Staff can expect pupils to:

- Be contactable during the required times – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert staff if they're not able to complete work

Staff can expect parents to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

3.8 Academy executive

The executive team is responsible for:

- Setting policy and expectations
- Facilitating collaboration across the trust
- Line management of the headteachers
- Ensuring that monitoring is taking place at a school level
- Reporting to the trust board

3.9 Academy committees

The Academy committee is responsible for:

- Support and challenge of the school senior leadership team
- Monitoring remote learning to ensure education remains as high quality as possible
- Ensuring that remote learning matches the school curriculum and upholds the values and ethos of the school

3.10 Trust Board

The Trust Board is responsible for:

- Support and challenge of the academy executive
- Monitoring remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons

4. Monitoring

Monitoring the quality of remote learning will be carried out by senior leaders in schools and the executive team, reported to academy committees and the Trust Board. Monitoring will be carried out against the responsibilities and principles set out above. In addition to this we will seek feedback from parents via surveys

5. CPD

Professional development to support remote learning is available through the following links:

- Google classroom tutorials web page
<https://sites.google.com/hayeswoodfirstschool.net/gsuiteguideforteachers/home>
- Google classroom. Ask.Learn.Share - see weekly briefing for login details
- Parental support <https://parentsupport.wimborneacademytrust.org/>

6. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead, SENDCo or senior leader
- Issues with behaviour – talk to the relevant head of year, head of house or senior leader
- Issues with IT – report to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer (DPO)
- Concerns about safeguarding – talk to the DSL

7. Links with other policies

This policy is linked to our:

- Behaviour Policy and any addendum
- Safeguarding and Child Protection Policy and any addendum
- Data Protection Policy and privacy notices
- ICT and internet acceptable use policy