



**Wexham School**  
**Remote Learning Policy**  
**January 2021 Update**

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## **Wexham School Context**

This policy has been written to reflect the context of Wexham School during the 2020/21 Global Covid Pandemic, during the period of school closure. This will ensure that our remote learning provision supports all students at the school, regardless of age, academic ability, socio-economic circumstances, access to IT and any other additional learning needs or barriers.

One of our key challenges has been to ensure high quality remote learning despite large numbers of students having limited access to IT in the home. We have received 80 laptops from the DfE. As a School with 163 FSM students and 286 PP students this falls very short of the number of devices we would require to ensure every student had full access, with their own device. Our 5 LAC students have also been allocated devices, these were provided in the first lockdown by the Local Authority. We have supplemented the DfE laptops through purchasing 50 ourselves and working with the local community to source spare laptops. All of the devices have been allocated and we are confident that each household that currently needs a device has one but there are still many students who are sharing devices.

### **1.0 Guiding Principles**

- 1.1 The Department for Education have advised that remote education in schools must:
- make sure students have learning each day in a number of different subjects
  - set a minimum of 5 hours learning a day
  - provide clear explanations of new content, delivered by a teacher or through curriculum resources or videos
  - check, at least weekly, whether students are engaging with their learning, and inform parents immediately where engagement is a concern
  - judge how well students are progressing through the curriculum and provide feedback, at least weekly
  - enable teachers to adjust the pace or difficulty of what is being taught, including, where necessary, revising material or simplifying explanations to ensure students' understanding
- 1.2 Remote Learning at Wexham School must incorporate a number of approaches to meet the varied needs of our students. We will achieve this through a mix of live, online and paper-based resources.
- 1.3 All remote learning set must be designed to deliver the curriculum, in line with the curriculum plans for each subject. It should not be used purely for consolidation of prior learning, although this should be part of any good teaching sequence.
- 1.4 Remote learning resources need to be considered in light of the students undertaking the work and created to enable all students to attempt the learning, regardless of their academic ability. Care needs to be given to how the work is modelled and differentiated for students. SEND and EAL work will also be provided, which may include appropriately differentiated work from subject areas, to support the progression of these students.
- 1.5 Remote learning is not optional. All teachers will be required to produce work in line with the expectations of this policy. All students will be expected to complete the work set for them. Teachers will be expected to request work is returned by set deadlines and chase this up with students (via email or SMHW) and parents (via telephone calls). Leader's of Years will coordinate this parental contact using the weekly student work tracker completed by teachers.

- 1.6 Guidance will be given to students on how they can manage their time and the workload, including the publishing of a Remote Learning timetable to support students in structuring their learning each day. However, we know that many of our students are unable to follow this and so recognise that students' working patterns will need to be flexible.

## **2.0 Online Learning**

- 2.1 The School uses Show My Homework (SMHW) for setting and submitting homework electronically. This platform will be used as part of our Remote Learning provision. Teachers will be required to set work, for each class they teach, on a weekly basis. This enables students to work at their own pace and in their own structure, although we advise students to follow the remote learning timetable where possible. We are using Microsoft Teams to facilitate live lessons. All students in KS3 and KS4 receive two hours of live lessons a day, these are recorded to enable students who are unable to attend the lessons live to watch them too. KS5 students receive at least two hours of live lessons per subject per week.
- 2.2 Work set on SMHW and through live lessons must include assessment elements. These elements need to be clearly identified, students need to complete these sections electronically and return to their teacher for marking. Electronic returns can be completed through SMHW or via use of the School email system.
- 2.3 Teachers are expected to mark and provide feedback to students on work required for assessment. This can be via the feedback portal on SMHW or through the school's email system. Feedback should be mostly formative rather than summative to support students' understanding of how well they are progressing.
- 2.4 Non-live lessons will be a mixture of resources, including links to Oak National Academy and other similar taught resources, teacher voice over PowerPoint to facilitate learning and assessment work to complete.

## **3.0 Paper-based Learning Resources**

- 3.1 A small number of students and parents have requested use of paper packs as this is the preferred method of learning. Due diligence is conducted by the Leader of Year to ensure IT access is not the barrier. Where work is required as paper packs these are produced in line with the work completed both live and online. Submission of assessment work will still be electronically as IT is not the barrier for students receiving paper packs.

## **4.0 Quality Assurance and Monitoring**

- 4.1 The quality and suitability of work on SMHW, Teams and paper-based resources needs to be checked by the following:
- Leader of Department
  - Senior Line Manager
  - AHT Curriculum, Teaching and Learning

- 4.1 Leaders of Department are accountable for ensuring work continues to be set, marked and feedback provided for the duration of any lockdown, either full or partial. Senior Line Managers are accountable for overseeing this and the Deputy Headteacher will monitor this across the school.
- 4.2 Monitoring live lessons will enable us to continue to develop best practice and support staff with managing the switch from being in the classroom to being on the screen. The AHT Curriculum, Teaching and Learning will monitor and gather feedback to share best practice, new ideas and emerging approaches to continuously strengthen our provision.

## **5.0 Expectations during any form of lockdown**

5.1 Teachers are expected to:

- Set work on SMHW in line with the published remote learning timetable, each week.
- Ensure paper-based learning packs are available as required.
- Be prepared to deliver live lessons for students as well as create voice over PPTs and other teaching resources as required.
- Mark all returned assessment work promptly and provide feedback via SMHW or school email.
- Remind students to submit their work on time and inform the relevant LOYs and LODs of students who are regularly failing to submit the expected work, by completing the weekly tracker.

5.2 Leaders of Department are expected to:

- Oversee the setting, marking and feedback of work across their department.
- Support the delivery of live lessons and other online work.
- Monitor the quality of paper based resources.
- Ensure work is set as required on SMHW.
- Support teachers in ensuring students submit work as expected and liaise with relevant LOYs where there are concerns with students not submitting work.

5.3 Leaders of Year are expected to:

- Support the regular contact with students, and liaise with the Safeguarding team on vulnerable students.
- Monitor the setting of work for students in their year group and address any concerns to LODs where expectations are not being met.
- Intervene where students are regularly failing to submit work to teachers.

5.4 Students are expected to:

- Complete work on a daily basis, following where possible the remote learning timetable.
- Submit all required assessment work on time, via SMHW or email.
- Use their school email account to ask sensible questions of their teachers where they are struggling with the work set.

5.5 Parents/Carers are expected to:

- Support their child as far as possible in undertaking their remote learning. This may include ensuring they have space to work at home, supporting them wherever possible with access to IT such as the internet and encouraging and monitoring their completion and submission of work.

## **6.0 SEND, EAL and Vulnerable Students**

6.1 Our duty of care for SEND and vulnerable students is particularly important during any period of lockdown. The Inclusion team will ensure weekly telephone calls are conducted with all these students to check on their progress, offer support where needed and intervene if necessary.

6.2 Learning support staff, including Teaching Assistants and Learning Mentors, need to support the provision of work for students with learning needs. This includes supporting the setting of work appropriate for EAL students and SEND students. This may include liaising with teachers to help appropriately differentiate work.

## **7.0 Safeguarding**

7.1 During any period of remote learning all the usual safeguarding expectations remain in place and staff are required to report any concerns as normal. If concerns arise as a result of live lessons these also need to be shared as normal and as soon as possible after the issue has arisen.

7.2 Staff are reminded to ensure they maintain a safe environment for themselves when conducting live lessons. This includes considering what is visible in the background when conducting these from home, who else may be in sight or sound during a live lesson and to ensure all standards of conduct and appropriate staff uniform are adhered to during live lessons.

7.3 To support staff with this, member of SLT are invited to join each lessons and regular monitoring take place of both the lesson and the associated student/teacher chat. However, if a member of staff feels at all uncomfortable at any stage during a live lesson they may end the lesson and report their concerns promptly.