Wexham School

Remote Learning Policy

September 2021

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Wexham School Context

This policy has been written to reflect the context of Wexham School during the ongoing Global Covid Pandemic, reflecting the latest expectations for remote learning within a secondary school setting. 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 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.

The current circumstances in our school are likely to require a varied approach depending on need. For example, in the event of an outbreak that requires a whole class or year group to isolate we are able to immediately switch to a full remote provision. We are likely to have students who are unable to return to school for a period of time following overseas trips during the summer and the need to isolate/quarantine before entering the country or school and we are expecting to have individual students self-isolating for periods of time. Each circumstance requires a varied approach that ensures students continue to have access to their education and can realistically be delivered within the effective running of the school for all students.

1.0   Guiding Principles

1.1   The Department for Education have advised that remote education in schools must:
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally
- have a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum
- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education
- set meaningful and ambitious work each day in an appropriate range of subjects
- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
  - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
  - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
  - providing scaffolded practice and opportunities to apply new knowledge
  - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate

- o using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- o avoiding an over-reliance on long-term projects or internet research activities

1.2 The approach to Remote Learning at Wexham School will reflect the required circumstances but will incorporate a variety of approaches to meet the varied needs of our students. We will achieve this through a mix of live, online and paper-based resources, dependent on circumstances.

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, where these are not met, chase this up with students (via email or SMHW) and inform Leaders of Year who will engage with parents, on a daily basis if required.

1.6 Should a whole class/year group be required to isolate at home 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 student isolating, on a weekly basis. This enables students to work at their own pace and in their own structure. Where a whole class/year group is required to isolate we will use Microsoft Teams to facilitate live lessons. In this circumstance all students affected in KS3 and KS4 will 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 will 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, Microsoft 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 isolation. Senior Line Managers are accountable for overseeing this and the Deputy Headteacher will monitor this across the school.

4.2   Where required we will monitor live lessons to enable us to continue to develop best practice and support staff with managing this effectively. The AHT Curriculum, Teaching and Learning will monitor and gather feedback to continue sharing best practice, new ideas and emerging approaches to further strengthen our provision.

5.0   Expectations

During whole class/year periods of isolation:

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.
- 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.

For individual students who are isolating/in quarantine:

5.6   Teachers are expected to:

- Set work, in line with that being covered in class, on SMHW for each isolating student.
- Ensure the work is appropriately differentiated to meet the need of the student.
- Wherever possible, include links to 'taught' content using Oak National Academy, other online video resources or voice over PPT.
- Set clear assessment tasks and deadlines – monitor the completion of these tasks, chase up non-completion with the student and inform the LOY of non-completion of assessment tasks.
- Mark and provide feedback on assessed work, in line with the same expectations of students in class.

5.7   Leaders of Department are expected to:

- Oversee the setting, marking and feedback of work across their department.
- Support the development of online work and 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.

5.8 Leaders of Year are expected to:

- Coordinate the setting of work for students by informing relevant teachers and LODs, including providing a time-frame for the period of isolation.
- Monitor daily the completion of work by students and ensure regular contact is maintained.
- 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 fail to submit work to teachers.

5.9 Students are expected to:

- Complete work on a daily basis.
- 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.

5.10 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 isolation. The Inclusion team will ensure regular 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, members of SLT are invited to join each lesson and regular monitoring takes 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.