WIGSTON ACADEMIES TRUST

REMOTE LEARNING PROVISION

DATE APPROVED:	6th December 2021
APPROVED BY:	Chair of Trustees
REVIEW FREQUENCY:	Every 2 years
DATE FOR REVIEW:	December 2023

Signed by Chair of Trustees:　　　　　　　　　　　　　　　Date:　6th December 2021

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Statement of intent:

Wigston Academies Trust understands the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all students have access to the learning resources and support they need to succeed.

1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the approach to remote learning for students who aren't in school

> Set out expectations for all members of the school community with regards to remote learning

> Provide appropriate guidelines for data protection

2. Roles and responsibilities:

2.1 Teachers

When providing remote learning, teachers must be available as per the timetabled sessions of a typical school day. 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. Contacting Paula Lucas and providing cover work via Teams/Satchel:One

When providing remote learning, teachers are responsible for:

> Setting work:

o Who they need to provide work for, including if they may need to cover for other classes

o The amount of work they need to provide

o When this work needs to be set (24 hours in advance)

o Where work should be uploaded (Satchel:One or Teams)

o How they should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure students with limited access to devices can still complete the work

Remote teaching approaches could include:

o Live lessons via Teams

o Recorded teaching (Lessons recorded & narrated by WAT staff or using DfE recommended platform: National Oak, or Everlearner in PE/OCR Sport

o Retrieval activities to ensure students are able to understand and apply new knowledge using assignments on Teams, Satchel:One quizzes or Google forms etc.

o Printed packs produced for students unable to access online learning (e.g. workbooks, worksheets)

o Reading books

o Commercially available websites supporting the teaching of specific subjects, including; Seneca Learning, Everlearner, You tube, Ted Talks etc.

> **Providing feedback:**

Teachers will set regular tasks and activities for students in all year groups, and they will receive feedback in a variety of formats as per the examples below:

  o Whole class feedback in live lessons

  o A voice note on Teams

  o Chat function in live lessons or in Teams

  o 1-to-1 interaction tools such as Satchel:One feedback message or via Loom

  o Quizzes on Satchel:One / Everlearner / Kahoot / Quizziz /Teams or Google Forms with immediate feedback

  o Adaptive learning software such as 'Socrative' in computer science

  o Written feedback on uploaded documents such as research tasks and essay questions via Satchel:One, Teams or email

> **Keeping in touch with students who aren't in school and their parents:**

  o Parents and carers have been contacted to remind them on the WAT telephone numbers and admin email address should they have any issues and encouraged to get in touch

  o SENDCO and SEND administrator will make regular contact with EHCP students, parents and carers

  o If school closure is put in place, EHCP students will be welcome to attend Critical Worker and Vulnerable school, if they are not in a position to do so, the SENDCO will put specific plans in place to support their learning. This may include live small group intervention via Teams.

  o Parents and carers of students with an EHCP will be given a named contact if they have a concern

  o HOY will maintain regular contact with students, parents and carers of vulnerable students to check on wellbeing and how they are managing in terms of accessing remote learning

  o If lockdowns are put in place, tutors will make contact with tutees not attending Critical Worker and Vulnerable school to check on wellbeing and how they are managing with remote learning

  o Staff are aware that any concern / complaint raised by a parent or cater should be passed to the relevant Head of School or Deputy Headteacher in charge of Remote Learning.

  o Any Safeguarding concerns should be reported as per the WAT safeguarding policy.

> **Attending virtual meetings with staff, parents and students:**

  o Dress code – professional dress has been advised to all staff for any on-line meetings

  o Locations (staff advised to avoid areas with background noise, nothing inappropriate in the background and if possible use the blurred background)

Remote education for Isolating students:

Where individuals need to self-isolate, but the majority of their peer group remains in school, remote education will likely differ from the approach for whole year groups. This is due to the challenge of teaching students both at home and in school.

How will the remote learning differ?

KS3:

Students in Year 7-9 will access learning via the remote learning page on the Wigston Academy website, where they can access activities set by their teachers using recorded/narrated sessions or from the National Oak Academy. In addition to this, work will be set by their class teacher on Satchel:One.

In the event of further lockdown students will have:

- 3- 4 hours of remote learning a day, depending on the age of the student.

- This will consist of blended learning; a combination of live lessons, recorded/narrated lessons and tasks set by the teacher to complete independently. For example in Modern Languages, students have 3 lessons a fortnight so they can expect: one live, one recorded and one assessment style lesson set on active learn.

- Where a student does not have a live or recorded session and an additional task has not been set on Satchel:One, students can complete a task for that subject from the remote learning page on the Academy website.

- Live sessions will be scheduled on the students' Teams calendar and they will also receive an automated email saying a lesson has been scheduled. Lessons should be scheduled at least 24 hours in advanced.

KS4:

Year 10 and 11 will have the opportunity for blended learning, where they are invited to participate in a lesson via Teams or they will be directed to the remote learning overview on the Wigston Academy website as well as specific tasks being set via Satchel:One.

In the event of further lockdown, students will have:

Year 10

- 4-5 hours of remote learning a day.

- This will be blended learning which consists of live lessons, some recorded/narrated and some with tasks set by teachers for students to complete independently.

- Teachers will inform students where tasks are being set and uploaded for feedback.

- Live sessions will be scheduled on the students' Teams calendar and they will also receive an automated email saying a lesson has been scheduled. Lessons should be scheduled at least 24 hours in advanced.

Year 11

- 4-5 hours of learning activities a day as well as independent study tasks.

- Year 11 - the majority of lessons will be live, with some recorded/narrated as well as independent study tasks set by teachers via Teams and/or Satchel:One, additional activities can be found on the remote learning page on the Wigston Academy website.

- Teachers will inform students where the tasks are being set and how they should be uploaded for feedback.

- Live sessions will be scheduled on the students' Teams calendar and they will also receive an automated email saying a lesson has been scheduled. Lessons should be scheduled at least 24 hours in advanced.

KS5:

Students will have the opportunity for blended learning, where they are invited to participate in a lesson via Teams or directed to lesson materials on Teams or Satchel:One. In the event of a lockdown, as previously, all lessons will be delivered via Teams.

In the event of further lockdown, students will have:

- 4-5 hours of remote learning a day which includes independent study time and tasks set by their teachers. The number of live lessons will vary each day because of the way the timetable is constructed. Some days students may have a number of study periods – the same as when they are in college.

- The majority of lessons will be live, with some recorded sessions and independent study tasks. Tasks will be set on Satchel:One and/or Microsoft Teams

- Teachers will instruct students how and where to upload work for assessment.

- Live sessions will be scheduled on the students' Teams calendar and they will also receive an automated email saying a lesson has been scheduled. Lessons should be scheduled at least 24 hours in advanced.

Any students that are having difficulty accessing remote learning have been advised to contact us and we will do our utmost to help.

2.2: Learning Support Assistants (LSAs)

In the event of further lockdown, Learning Support Assistants will supervise the Critical Worker and Vulnerable school during normal school hours. Those assigned to specific students, may be asked to work with the students in small group intervention or this will be managed via Abington House and Jade Waterfield running online intervention via Teams.

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.

When assisting with remote learning, teaching assistants are responsible for:

- Supervising students attending Critical Worker and vulnerable school

- Supporting students to access the remote provision as per their individual timetable

- LSAs will be supported by Heads of Year and the Senior Leadership Team if any issues arise regarding student conduct.

> **Supporting students who aren't in school with learning remotely:**

- LSAs will be assigned students they need to support

- If during a period of Lockdown, LSAs will be added to any lesson groups on Teams and break out rooms set up to enable them to have 1:1 support in lessons if they are struggling

2.3 Heads of Department / Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

o Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

o Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

o Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

o Monitoring the remote work set by teachers in their subject – this will be done by reviewing work set, live drop ins, QA of feedback and Teams meetings with teachers

o Alerting teachers to resources they can use to teach their subject remotely

o Ensuring appropriate paper based learning activities are in place for those unable to access remote learning

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

o Deputy Head for Teaching & Learning will co-ordinate the remote learning approach across the Trust

o Monitoring the effectiveness of remote learning – Leadership link meetings via Teams, reviewing work set, drop ins and reaching out to students and parents and carers for feedback

o Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

o Monitoring the security of remote learning systems, including data protection and safeguarding considerations

o Maintaining contact with vulnerable students and families during a lockdown if they are unable to attend Critical worker and vulnerable school to maintain welfare checks and provide support where needed

- Lead DSL and ASLs to liaise with outside agencies as required, for example responding to Encompass Calls, recording any incidents in CPOMs and signposting/making referrals to other agencies as appropriate and if required

2.6 IT staff

IT staff are responsible for:

> Fixing issues with systems used to set and collect work

> Helping staff, students and parents and carers with any technical issues they're experiencing

> Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

> Assisting students and parents and carers with accessing the internet or devices

2.7 Students and parents and carers

Staff can expect students learning remotely to:

- Follow the code of conduct in place for remote learning during a period of lockdown

- If isolating and well enough to access their learning via the remote learning page on Wigston Academy website for Years 7-11 or if Post 16, inform teachers to ensure they can access appropriate work on Teams/Satchel:One

- Be contactable during the school day – 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 LSAs

- Alert teachers if they're not able to complete work

Staff can expect parents and carers with children learning remotely 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; this may be paper resources due to access issues or if in a lockdown access to a device

- Be respectful when making any complaints or concerns known to staff

2.8 Trustees

Trustees are responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

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

- Deputy Headteacher Teaching and Learning
- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant head of year, Assistant Head for Behaviour or Senior Deputy Headteacher
- Issues with IT – talk to IT staff or email itsupport@wigsotnmat.org
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to a member of the Senior Leadership Team
- Concerns about safeguarding – talk to the DSL or one of the ASLs

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Will be able to access registers and contact details via Satchel:One if not in school
- Data should be accessed using laptops and devices provided by WAT

4.2 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

All staff are expected to follow the Child Protection Policy at all times and report any concerns immediately to the Lead DSL or one of the ASLs.

6. Monitoring arrangements

This remote learning provision document will be reviewed annually by Deputy Headteacher Teaching and Learning and Deputy Headteacher Safeguarding. At every review, it will be approved by Trustees and Local Governing Body.

7. Links with other policies

This policy is linked to our:

> Behaviour policy

> Child protection policy and coronavirus addendum to our child protection policy

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy