



Remote Learning Policy

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Contents

- 1. Introduction**
- 2. Aims**
- 3. Roles and responsibilities**
 - 3.1 Remote Teaching & Learning Lead**
 - 3.2 Teaching staff**
 - 3.3 Senior leaders**
 - 3.4 Safeguarding Team**
 - 3.5 Trust Board**
- 4. Principles and guidance for Live teaching and learning (Conduct | Communication | Content)**
 - 4.1 Staff**
 - 4.2 Students**
 - 4.3 Parent/Carers**
- 5. Summary**

1. Introduction

This policy is to ensure the ongoing education of WASP Centre students under unusual circumstances. This policy will future-proof against closures that could happen at any time: due to school closure from illness epidemic, extreme weather, power-loss, etc. It also covers the ongoing education of students who cannot be in school but are able to continue with their education when the school remains fully open.

2. 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

3. Roles and responsibilities

3.1 Remote Teaching & Learning Lead

The Headteacher is responsible for formulating and overseeing The WASP Centre's Remote Learning Policy. Any questions about the operation of this policy or any concerns about the viability of any part of this policy should be addressed to the Headteacher in the first instance.

3.2 Teaching staff

When providing remote learning, teaching staff must be available between 0900 and 1530 in accordance with the school's face to face timetable unless an alternative timetable for students is deemed necessary.

There is no expectation that work will be set outside of school-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.

When providing remote learning, teachers and subject teams are responsible for:

- Teaching staff will set / post work for their classes on OneNote, which is the main focal point of all student work and remote learning.
- Where appropriate, in the event of longer-term requirements teaching staff may plan and undertake 'interactive lessons' for their classes via Microsoft Teams live lessons or Narrated PPT's. *Please see additional guidance below*
- As the trusted professional, teaching staff will make an appropriate and informed decision as to the type and content of the work being set, based on their Schemes of Work and planning. Teaching staff will use a phased approach to introduce new content which will be carefully selected to ensure accessibility for 'compulsory core content', where appropriate this will be through MS Teams lessons and or narrated PPT's
- Due to constraints such as access to resources and home support, staff will set the following type of work:
 - Retrieval and deliberate practice of previous 'topics' to develop memory and recall
 - Practice questions and exam questions-based revision (particularly for KS4 students)
 - Development based activities / tasks which seek to consolidate existing knowledge, e.g. tests, scenarios, extended writing, and analysis tasks
 - Progressive research-based tasks which seek to introduce some new knowledge / topics

Evidence informed practice (Education Endowment Foundation - Remote Learning practice April 2020) support our practice and principles, which includes:

- Students can learn through remote teaching and that it is key to ensure several elements of effective teaching are present – for example clear explanations, scaffolding, and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives such as (“asynchronous teaching”). For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils’ prior learning or how pupils’ understanding is subsequently assessed.
- Teachers will only provide feedback on any work completed which clearly falls within the subject area scheme and assessment plan and the school’s feedback policy. All other work completed should be ‘saved’ by students – this could be electronically and or hard copy which will be indicated by teacher in their guidance - whichever is most appropriate for the work set.

Setting work on OneNote

Teachers will present all work in a logical dated order for ease of access for students.

- The preferred documents format will be Word or PowerPoint
- Teachers will present work daily or for the week ahead

Remote Live Teaching via MS Teams and / or Remote narration via PPT

- Microsoft Teams is the preferred online platform which teachers may use to enhance learning through live teaching when and where appropriate.
- Where this is the case, students will receive an invite to attend a ‘meeting’ via their school Teams/email account which will include the time and date.
- Teachers should set meetings to ensure students are placed in the lobby and admitted individually; they are unable to present and they are muted. This is to promote a productive and controlled learning environment.
- All lessons should be recorded.
- Teachers will plan activities in live lessons which will either reinforce existing understanding and skills (retrieval practice) or introduce selected ‘new knowledge’ in a phased approach. Students may be expected to carry out additional tasks assigned by teachers independently.
- Teachers may pre-record tasks and lesson activities via PowerPoint narration and post them on OneNote. For example, a PowerPoint lesson which includes narration to introduce or support learning and then scheduled activities for students to complete.

We understand there may be circumstances that preclude attendance of a live MS Teams lesson

3.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Building a blended learning strategy into Whole School Development Plans
- Ensure this policy and our live lesson strategy is shared with all teaching staff and training/professional development opportunities are provided.
- **Responding to and proactively addressing any concerns raised relating to the use of technology or the appropriateness of lesson content**
- Allocate department planning and preparation time to develop a suitable online curriculum and resources for all year groups, including the daily/ weekly upload of learning resources to support student absence
- Examination requirements, specification changes – Teaching staff to be made aware of any changes and make suitable adaptations, as required.

- Ensuring IT equipment is provided to all students, and staff have the technology available to them to provide quality teaching remotely.

3.4 Safeguarding Team

Our usual reporting process for raising concerns remains unchanged, and a member of the safeguarding team will be available at all times to discuss individual concerns raised by staff, parents or students regarding any aspect of their welfare or the use of technology to provide a safe learning environment.

Staff will continue to ensure that students and parents have regular contact with staff to raise any concerns, and will adhere to latest government and SVPP guidance relating to child protection.

Please see the Safeguarding and Child Protection Addendum which is specific to the event of full school closures, or contact plans for students who are accessing a remote only provision.

3.5 Trust Board

The trust board is 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

4. Principles and guidance for Live teaching and learning (Conduct | Communication | Content)

The 3Cs of **Conduct, Communication and Content** set out the principles and expectations apply to staff and students regarding the use of remote Live learning via a Microsoft Teams 'Meeting'

4.1 Staff

Conduct

- Any online 'lesson' will be treated in the same way as a classroom lesson. Staff will dress appropriately and ensure a setting which has a plain background and has no personal information on display.
- Staff will always continue to observe professional conduct.
- Staff will continue to follow and support the school safeguarding procedures and policies during all Live Learning. *(See SG Policy Addendum)*
- Staff will be clear when using links to other online resources, that these resources are appropriate in nature and relevant to the learning process. This will be assured through a careful checking process, by the member of staff, prior to the setting of work which might signpost students to other online resources.

Communication

- Any contact with students should only be through the platforms agreed by the school and not through personalised accounts open to public viewing, comments or sharing.
- Teachers may turn off the camera to disable video and have audio only (with PPT's etc.) to promote a productive learning environment.
- Live Teams sessions will be recorded to meet safeguarding requirements

Content

- All content will be age appropriate and in line with the curriculum schemes that are in place - including retrieval and some phased new knowledge.

- Where possible all remote live learning will be made accessible to the whole class. Particular focus should be considered for students with SEND.

4.2 Students

Conduct

- Students should regard Live Learning in the same manner as classroom learning.
- Students should only use technology at home with the permission of their parent / guardian.
- Students should continue to use appropriate classroom language.
- Students should conduct video learning in a **quiet**, open space at home – e.g. a living room etc. Student bedrooms are not regarded as appropriate.
- All students are required to follow school behaviour expectations and policies.
- Students are expected to be dressed appropriately for learning in home clothes (e.g. no pyjamas)
- Students should remain attentive and respectful during sessions and ensure that they are free from distractions. Students should not be using personal social media in lesson time.
- Students should not use school platforms to discuss personal matters.
- Students should not share their password with any other student or organisation. **Parents are able to have student log in details for the purpose of supporting engagement and monitoring use.**
- During live learning students must not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If a student accidentally comes across any such material, they should report it immediately to their teacher or parent / guardian.
- Students must not record or take photos of classmates or teachers during Live lessons, nor share or stream lessons publicly.
- Students should not make derogatory verbal or written comments about other students in the lesson – this could be perceived as online bullying and **will not tolerated.**

Communication

- Any contact with teachers should only be through the platforms agreed by the school and not through personalised accounts open to public viewing, comments or sharing.
- Students must ensure that all communication with other students and teachers using Teams live learning technology is appropriate, responsible, and sensible.
- Students should continue to be respectful and polite and avoid posting negative comments.

Where appropriate, and in line with our behaviour policy, if a student's behaviour falls below the school expectations, opportunities to address this will be provided by the teacher in the live lesson. However, if this continues, students may be asked to 'leave' the live lesson and parents will be contacted. This could result in a student being removed from some / all future live lessons.

Where a student breaches the expectations of remote learning and online safety, WASP staff will ensure appropriate learning opportunities regarding e-safety and keeping yourself and others safe online will be the primary focus. However, in extreme cases where a student regularly breaches expectations, or commits a serious breach of data protection or school security, we reserve the right to withdraw the student's school communications accounts and a paper-based approach to home learning will be implemented.

4.3 Parents/Carers

Conduct

- Parents should be aware if their child is engaging in a live lesson via Teams
- Parents should also always be aware of what websites their child is accessing whilst working online, ensuring these websites are appropriate and are those recommended in the work that has been set. If a parent is concerned about the content of a website, email, or online communication they should contact the school

immediately. In addition, the following website can be used to report harmful content:

<https://reporthearmfulcontent.com/>

- **The WASP Centre provides a free parenting course to help parents understand the risks to children online, and how to support and safeguarding their child at home in a technological world. Parents are reminded and strongly encouraged to contact the main office if they wish to have access to this course.**
- Parents should understand how children can be safe online – parents should engage with the safeguarding section on the school website to support their understanding of keeping children safe online. In addition, the following websites may support parents and carers to keep their children safe online:
 - Think Know provides advice from the National Crime Agency (NCA) on staying safe online
 - Parent Info is a collaboration between Parent zone and the NCA providing support and guidance for parents from leading experts and organisations
 - Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
 - Internet Matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
 - Net-aware has support for parents and carers from the NSPCC, including a guide to social networks, apps, and games
 - Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
 - UK Safer Internet Centre has tips, advice, guides, and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services
- Parents should remain vigilant and look out for signs of online bullying that their child may be a perpetrator or victim of. Parents should report these to the school **so that appropriate action can be taken**. In addition, for bullying or abuse online parents can:
 - get advice on reporting online abuse from the National Crime Agency's Child Exploitation and Online Protection command or from Anti-Bullying Alliance for children

Communication

- Parents should feel comfortable contacting the school at any time if they have any concerns about the remote learning process, the content of live lessons, the content of work being set, the nature of websites/videos being used to support learning and/or inappropriate use of the internet by their own or other children.

5. Summary

The primary purpose of this policy is the continuity of education for students at The WASP Centre. Using existing school systems (Microsoft Office 365 and, specifically, Teams) means this provision can be put into place quickly and students only need their existing login details of school email and password.

