wymondham high

Inspiring excellence

Remote Learning

Policy 2020-21

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Remote Learning

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Introduction and Scope:

'Remote Learning' refers to the provision of work, subject-specialist support, assessment and feedback that will be available to students in the event that face-to-face teaching cannot be delivered as normal.

The school has identified three Scenarios to which this policy will specifically refer. These scenarios continue to apply in the event that the school enters tiered local restrictions (see Appendix 5):

Scenario A: School Open	In which the school remains fully open to all students and remote learning is required in relation to individual staff or student absence.
Scenario B: Partial Lockdown	In which the school remains open for the majority of students, but groups of students (classes, year groups) are required to isolate *or* in which the school remains open for some groups of students, while other groups need to learn remotely.
Scenario C: Full Lockdown	In which the school remains open for vulnerable students and the children of key workers, but is closed to the majority of students.

Situations where this policy may apply therefore include:

- A student who is absent from school for three or more days for pre-agreed reasons. For example, taking part in a sporting tournament;
- Student exclusion;
- A student deemed medically unfit for school by medical professionals and where a referral has been made to the Medical Needs Team for Norfolk, with school providing access to work;
- A student unable to attend school due to a period of advised self-isolation but who otherwise remain well;
- An extended period of school closure.

This policy does not apply in situations such as:

- A student who is absent from school without prior authorisation from the school – with or without parental permission (for example, taking a family holiday during term time);
- A parental decision to absent their child as a precaution against an outbreak of infectious disease, but contrary to official medical advice from Public Health England, the UK Government or the World Health Organisation.

From Scenario A to Scenario C – Minimising the Impact of Transition:

Wymondham High seeks to continue to teach an ambitious and broad curriculum in all subjects, while making use of opportunities to facilitate over-learning and consolidation of current curriculum content – and addressing gaps in knowledge that may have occurred during Lockdown. Our 'Remote Learning Policy' therefore seeks to ensure that remote education is integrated into school curriculum planning, in recognition

of the fact that remote education may need to be an essential component in the delivery of the school curriculum for some students. This policy therefore seeks to ensure that any students who are educated at home for any length of time receive the support that they need in order to master the curriculum and make progress in all subject areas.

- In Scenario A, it is the case that some individual students will require remote access to the school's curriculum for short periods of time (for example, when required to self-isolate) while the school remains open. These students require sufficient curriculum access in order to minimise the impact of their individual absence and enable them to work remotely.
- In Scenario B, it is the case that some groups of students (classes, or year groups) will require remote access to the school's curriculum while the school remains open. Similarly, these groups of students require sufficient curriculum access in order to minimise the impact of their short-term absence.
- In Scenario C, it is the case that all students will require remote access to the school's curriculum in order that they continue to be able to master the contents of the curriculum and make progress.

Due to the current need to keep students in year group 'bubbles' and minimise unnecessary contact between students in movements around the school site, the school is operating an elongated version of its two week timetable – which is currently spread over a four week period. This has altered the way that curriculum hours are distributed across the course of the timetable, so that students may have a cluster of lessons in one subject in one part of the four weeks – and then a gap between resuming lessons in that subject again.

It is also the case that the 'face to face' delivery of the curriculum is likely to be further disrupted in the event of individual or group short-term absences – and therefore it is important to ensure that transition from Scenario A to Scenario B or Scenario C is as consistent as possible. Therefore, this policy temporarily and necessarily changes aspects of the school's 'Homework Policy,' in order that independent work set for students ensures continuity of access to the curriculum for students who are in school *and* students who are working remotely. Amendments to the 'Homework Policy' are outlined in Appendix 2.

Microsoft Teams:

Microsoft Teams is an online communication and collaborative platform that is part of the Microsoft 365 package currently employed by the school. It facilitates live group and individual interaction, in addition to the online submission of assignments, sharing of resources, and facilitation of individual or group feedback. Teams was initially employed by Wymondham High during Lockdown and is the primary method by which remote access to the curriculum will be provided. Every member of the Wymondham High Academy community has been set up on Teams and pre-registered to each of their classes.

Independent Study:

Independent Learning is a method and philosophy of education in which a student acquires knowledge by his or her own efforts; it places increased educational responsibility for learning on students – aided and facilitated by teaching staff. Students who are in school will be expected to undertake a set number of hours of additional independent study per fortnight from the work that is set for their class or year group on Microsoft Teams. Students who are absent from school will be expected to undertake a set number of hours of independent study per fortnight from the work that is set for their class or year group on Microsoft Teams. The expectations, in terms of hours of Independent Study, for students who are in school and students who are out of school, is outlined in Appendix 1.

The Independent Study that is set for students in school and for students temporarily absent from school may comprise pre-recorded content; employment of educational software such as 'Kahoot,' 'Seneca' and other approved online platforms; direction to relevant recorded material and websites such as 'Oak Academy.' The Independent Study that is set will also direct students to activities that are not computer-based – ensuring that relevant, developmental written work is undertaken in each subject area and in each year group. Independent Study will also focus on provision of opportunities for over-learning and consolidation of current and previously delivered curriculum content.

Knowledge Organisers in Years 7-9 and Revision Guides for older students:

In order to support students with the over-learning and consolidation of current and previously delivered curriculum content, Wymondham High has introduced Knowledge Organisers in each subject area in Years 7-9. These are designed to develop the independent metacognitive study skills required as students progress through the curriculum. Tutorial videos accompany the Knowledge Organisers and are available to download from the school's website. The tutorial videos can be used in Years 10 and above to support independent revision and use of student revision guides. A parent guide to Knowledge Organisers is also available to download from the school website – and is designed to support parents with aiding independent learning in the home environment.

Supporting Students with SEND:

The strategies that are employed by the school in order to facilitate remote learning and independent study for all students are fully inclusive and appropriate to supporting students with SEND. Where additional guidance is required, the school's SEND Department should be contacted in the first instance.

Independent and Remote Learning – A Common Approach:

In order to ensure both consistency and continuity of curriculum delivery and access, the following provision will remain consistent in each of the three scenarios outlined above.

- All work will be set on Microsoft Teams for all students in all year groups.
- All work will be set on a fortnightly basis – and all work set will appear to all students on a Monday, so that all students (in school or absent) are able to plan independent work across the fortnight.
- Parents will be sent notifications of work set via Teams. This will be sent to parents within twenty-four hours of work appearing to students.
- All work set will be a combination of tasks focused on over-learning and consolidation, in addition to skill development (as outlined above).
- Knowledge Organisers will be used to support over-learning and consolidation of key information from current and previous curriculum content in Years 7-9. Revision Guides and other revision materials will be used to support over-learning and consolidation of key information from examination specification and content in older year groups.
- Video tutorials for students will be available to download from the school website. These will support the development of independent study skills and provide support to parents who are supporting learning at home.

By ensuring that these aspects of provision remain consistent across each of the three scenarios outlined above, the school seeks to minimise the impact of sudden changes or sudden short-term absences of either students or staff.

Individual Remote Learning – Scenario A:

This section of the policy applies in situations where the school remains open and working as normal, but an individual student is unable to attend lessons as normal for a period of three or more days, but is otherwise well and able to work. For example, in the event of a period of advised self-isolation or an absence authorised by the school in advance.

In these cases, the provision outlined above (Independent and Remote Learning – A Common Approach) remains consistent: the work set on Microsoft Teams each fortnight will comprise a) Independent Study Tasks for students who are in school and b) Independent Study Tasks for students who are absent. The absent student should therefore complete all Independent Study Tasks set (while students in school complete only the Independent Study Tasks for students in school).

In this scenario:

- When an absent student has questions about the work that is set, s/he should direct queries to their subject teacher via email. Emails should be sent from student school accounts to teacher school accounts and not from personal email accounts.
- A student who is absent for longer than three days will also receive an email from his or her form tutor during the time that s/he is absent.

Individual Remote Learning – Scenario B:

This section of the policy applies in situations where the school remains open, but groups of students (classes or year groups) are required to isolate – but are well and able to work.

In these cases, the provision outlined above (Independent and Remote Learning – A Common Approach) remains consistent: the work set on Microsoft Teams each fortnight will consist of Independent Study Tasks for all students in a class or year group. Absent students should therefore complete all Independent Study Tasks set.

In this scenario:

- Class teachers (or subject specialists – where a class teacher is unavailable due to illness) will be available during set times of the existing school timetable to respond (live) to questions from students about the independent work that has been set. These Q&A sessions will take place via Microsoft Teams and times will be published to parents and students. In this instance, students should not contact teachers via email, but will be directed to live interactive sessions at which their queries can be addressed. This will enable class teachers to instruct, model, and address misconceptions as required.
- The timetabled live Q&A sessions will supplement the provision of online resources and/or pre-recorded learning materials made available to students via Microsoft Teams.
- Students will be encouraged to take part in live Q&A sessions if they are well enough to do so.
- Form tutors will similarly be available online during set times of the existing school timetable in order to facilitate pastoral contact between staff and students. These interactions will also take place via Microsoft Teams and times will be published to parents and students.

Individual Remote Learning – Scenario C:

This section of the policy applies in situations where the school remains open to vulnerable students and the children of key workers, but is closed to the majority of students.

In this scenario, the provision outlined above (Independent and Remote Learning – A Common Approach) remains consistent: the work set on Microsoft Teams each fortnight will consist of Independent Study Tasks

for all students in a class or year group. Students working remotely should therefore complete all Independent Study Tasks set – and vulnerable students or the children of key workers should also complete all Independent Study Tasks set.

In this scenario:

- A subject specialist will be available during set times of the existing school timetable to respond (live) to questions from students about the independent work that has been set. These Q&A sessions will take place via Microsoft Teams and times will be published to parents and students. In this instance, individual students should not contact teachers via email, but will be directed to live interactive sessions at which their queries can be addressed. This will enable subject specialists to instruct, model, and address misconceptions as required.
- The timetabled live Q&A sessions will supplement the provision of online resources and/or pre-recorded learning materials made available to students via Microsoft Teams.
- Students will be encouraged to take part in live Q&A sessions if they are well enough to do so.
- Form tutors will make contact with tutees on a weekly basis – to ensure that pastoral contact is maintained between tutors and tutees throughout any period of lockdown.
- The school's Senior Leadership Team will deliver at least one live event per week, with one live event delivered on the day of school closure.

Expectations of Students:

Assuming that students are well enough to work, they are expected to:

- Complete the Independent Work that is set for them and submit work electronically, via Microsoft Teams, where directed to do so and by published deadlines.
- Check school emails regularly and respond to communication from teaching staff and/or form tutors.
- Contact the school helpdesk directly, via the published link on the school website, where difficulties with Microsoft Teams are experienced – and where these difficulties do not relate to issues with home internet speed or connection.
- In Scenario A, contact teaching staff via email where there are queries relating to the Independent Study tasks set.
- In Scenario B or C, attend live timetabled Q&A sessions where there are queries relating to the Independent Study tasks set.
- Uphold the same standards of conduct and behaviour during any online interaction that they would be expected to if in school. This includes, but is not limited to: ensuring appropriate language is used in Teams comments or messages – and that any comment is on-topic and relevant to instruction; ensuring full engagement with the tasks set, including any submission of assignments or work set on Teams.

Expectations of Staff:

Assuming that staff are well enough to work, they are expected to:

- Ensure that Independent Work set for both absent and present students appears on Microsoft Teams on a Monday – and that sufficient resources are available to students via electronic means to enable them to carry out this work at home.
- Work collaboratively with Departments to ensure that resources made available to students are shared and that workload is evenly distributed.

- In the event of Scenario C, the Head of Department is responsible for the setting (or delegation) of whole year group tasks for Years 7-9 where this is practicable. Individual teachers remain responsible for work setting in Years 10 and above.
- In the event of Scenario B and/or C, to be available at set, published times of the timetable to respond to live questions from students about the Independent Study set.
- Assess and provide feedback, via Teams, in relation to work submitted electronically.
- In the event of Scenario C, the Head of Department should ensure that there is regular contact with Departmental staff, via Teams, to ensure that workload is distributed equitably; sufficient Independent Work is being set; and that any concerns regarding student engagement can be passed to the school's Inclusion Team, Safeguarding Team and/or Senior Leadership Team as appropriate.

Staff Illness and/or Absence:

Scenario A: When staff are absent and the school is open, they should notify the school's Cover Manager according to normal procedures. If staff are able to set work for any lessons that require it, then work should be set. Where this is not possible, responsibility for setting work falls to the Head of Department or designated delegated colleague. The school's Cover Team are able to access any class resources or materials on Teams – and therefore cover work can direct the Cover Manager to Microsoft Teams. Cover work should be able to be undertaken by students independently and individually, without subject specialist instruction.

In the event that a member of staff is isolating, but well enough to work, cover should be set as outlined above. In this instance, the member of staff should be available to answer questions about the work set via email – in which case, the individual covering the lesson may email queries to the teacher during the course of the lesson.

Scenario B: When staff are absent and the school is partially open, they should notify the school's Cover Manager according to normal procedures. In this instance, classes or year groups who are also absent will be directed to the Independent Study tasks published fortnightly on Teams.

In the event that a member of staff is isolating, but well enough to work, s/he should continue to be available at set published times of the timetable to respond, live, to questions from students regarding the Independent Study tasks that have been set. Where staff are undertaking live Q&A via Teams from home, rather than from school, further guidance is provided in the Safeguarding section (below).

Scenario C: When staff are ill and unable to work, the school's Cover Manager should be notified of illness according to normal procedures. In this instance, all students would be directed to Independent Study tasks published fortnightly on Teams.

In the event that staff are well and able to work, s/he should be available at set published times of the timetable to provide subject-specific guidance for students working remotely. Where staff are undertaking live Q&A via Teams from home, further guidance is provided in the Safeguarding section (below).

Pastoral Care:

Wymondham High Academy is committed to providing exemplary pastoral care – and is committed to ensuring that this continues during any period of school closure, partial lockdown or individual periods of absence. As such, contact with Form Tutors should take place throughout each of the scenarios and as outlined above.

The School's Wellbeing, Inclusion and Safeguarding Teams will also be available for consultation in each of the three scenarios – and contact will be made with families or students as necessary. Where specific individual

Wellbeing Support is required, during any period of prolonged individual, group or wider student absence, this will be arranged on an individual basis – and communication will take place via Teams. This contact will be subject to Safeguarding guidance (below).

Safeguarding:

During any period of partial or full school closure, the 'Safeguarding and Child Protection Policy' continues to apply, as does the Staff Code of Conduct and IT Acceptable Use agreement. Additionally:

- Any contact between students and staff *must* only take place through official school channels. This includes emails from students to teachers, which should only be sent from students' school email addresses.
- In the event that Form Tutors are required to make telephone contact with tutees during any period of partial or full closure, personal numbers should be withheld and staff privacy safeguarded.
- In the event of Scenario B and/or C, where staff may be available on Teams at set times during the timetable to answer student questions about the Individual Study tasks that have been set on Teams: the student video function should be disabled.
- In the event of Scenario B and/or C, where staff may be available on Teams at set times during the timetable to answer student questions about the Individual Study tasks: it is to be explicitly stated that there is no expectation for staff to broadcast live video using Teams – although the software has this functionality should colleagues wish to use it. Staff selecting to broadcast live video from home environments should take every care to safeguard their privacy: staff must take care to ensure that what is visible to students does not compromise privacy – and that students are not afforded views into the private homes of their teachers, able to see or identify the family members of staff and that the backgrounds of videos streamed safeguard staff privacy.
- In the event of Scenario B and/or C, Microsoft Teams is the only platform that may be used to facilitate live Q&A sessions between teachers and/or subject specialists.
- Where any safeguarding concerns arise, during any of the scenarios outlined above, these must be reported to the school's Safeguarding Team according to the school's Safeguarding Policy.

Appendix 1: Independent Learning and Curriculum Allocations per Subject

- For students who are in school: the Independent Study Allocation per fortnight is the minimum amount of time that students are expected to spend on work set in each subject area. This is indicated in the yellow column.
- For students who are absent from school: students would be expected to undertake a number of hours of Independent Study *per* week as indicated in the yellow column – *and* the Independent Study tasks indicated in the yellow column.

Years 7 and 8:			
Subject	Independent Study – Time Allocation for Students in School, per fortnight	Curriculum Allocation Across the Four Week Timetable	Independent Study – Time Allocation for Students Absent from School: per week of absence
English	1 hour	6 hours	1.5 hours
Maths	1 hour	6 hours	1.5 hours
Information Technology	30 minutes	2 hours	30 minutes
Modern Foreign Languages	1 hour	6 hours	1.5 hours
Science	1 hour	6 hours	1.5 hours
Art	30 minutes	2 hours	30 minutes
Drama	30 minutes	2 hours	30 minutes
Music	30 minutes	2 hours	30 minutes
Geography	1 hour	4 hours	1 hour
History	1 hour	4 hours	1 hour
Religion, Philosophy and Ethics (RPE)	30 minutes	2 hours	30 minutes
Technology	1 hour	3 hours	45 minutes
Comms	30 minutes	1 hour	15 minutes

Year 9			
Subject	Independent Study – Time Allocation for Students in School, per fortnight	Curriculum Allocation Across the Four Week Timetable	Independent Study – Time Allocation for Students Absent from School: per week of absence
English	2 hours	6 hours	1.5 hours
Maths	2 hours	6 hours	1.5 hours
Modern Foreign Languages	2 hours	5 hours	1h15m
Science	2 hours	8 hours	2 hours
IT/Computing	1 hour	4 hours	1 hour
Art Options	2 hours	5 hours	1h15m
Drama	2 hours	5 hours	1h15m
Music	2 hours	5 hours	1h15m
Geography	2 hours	5 hours	1h15m
History	2 hours	5 hours	1h15m
Religion, Philosophy and Ethics (RPE)	2 hours	5 hours	1h15m
Technology (All Options)	2 hours	5 hours	1h15m

Years 10 and 11			
Subject	Independent Study – Time Allocation for Students in School, per fortnight	Curriculum Allocation Across the Four Week Timetable	Independent Study – Time Allocation for Students Absent from School: per week of absence
English	3 hours	7 hours	1h45m
Maths	3 hours	7 hours	1h45m
Modern Foreign Languages	3 hours	10 hours	2h30m
Science	3 hours	5 hours	1h15m
IT/Computing	2 hours	4 hours	1 hour
Art (Options)	2 hours	5 hours	1h15m
Drama	2 hours	5 hours	1h15m
Music	2 hours	5 hours	1h15m
Geography	2 hours	5 hours	1h15m
History	2 hours	5 hours	1h15m
Religion, Philosophy and Ethics (RPE)	2 hours	5 hours	1h15m
Technology (All Options)	2 hours	5 hours	1h15m

Years 12 and 13
For each allocated curriculum hour, students in Years 12 and 13 are expected to undertake one hour of preparatory Independent Study and one hour of over-learning and consolidation in each subject area. Work will be set fortnightly on Microsoft Teams by individual class teachers for all students in Years 12 and 13 to whom this policy applies.

Summary of Temporary Amendments to the Homework Policy

- 'Homework' is replaced by 'Independent Learning' or 'Independent Study,' in order that the tasks set are applicable to both students who are in school and students who are out of school.

- 'Homework is set fortnightly,' becomes 'Independent Study tasks are set fortnightly, with all tasks appearing to students on a Monday, so that students may plan their study time effectively.'

- 'Individual class teachers will decide when to schedule homework each fortnight,' becomes 'all tasks appearing to students on a Monday, so that students may plan their study time effectively.'

- 'All homework is logged on Go4Schools' becomes 'all Independent Study is set using Microsoft Teams and parents are sent notifications of work set within twenty-four hours of its publication on Teams.'

- Homework time allocations updated to Independent Study time allocations for students in school and students who are absent. This includes weekly curriculum coverage for absent students – ensuring that Independent Study for absent students safeguards time allocated across the curriculum.