Remote Education Policy

2020–21

November 2020

Our Vision

At Wyvern St Edmund's, our vision is that every student becomes the best version of themselves that they can be. This vision is enacted by fully embracing the pursuit of academic excellence to maximise the progress of every student. We champion a vision of personal growth in character that is relentlessly celebrated at every turn. Our students develop discipline and confidence in seeking wisdom and knowledge and developing their passions and God-given talents in all areas of life. Every member of our school is treated with dignity and respect and is shown care and consideration. We educate with a focus on relationships, participation in communities and the qualities of character that enable people to flourish together. The Christian values of love and compassion inspire our commitment to the promotion of 'life in all its fullness'.

1. **Statutory Requirements**

   Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, the Department for Education expects schools to be able to immediately offer them access to remote education. Schools are expected to have a strong contingency plan in place for remote education provision – planning that will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

   The Secretary of State has given a temporary continuity direction in order to require schools to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect on Thursday 22 October 2020.

   The Department for Education first published guidance for full school opening in June 2020. This was most recently updated on 5th November 2020 and includes expectations for remote education provision.

   Department for Education remote education planning expectations:

   - Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos linked to the school's curriculum expectations
   - Give access to high-quality remote education resources
   - Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
   - Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
   - Recognised that some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

Department for Education remote education teaching expectations:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Plan a programme that is of equivalent length to the core teaching pupils receive in school, ideally including daily contact with teachers

Children of critical workers and vulnerable children and young people will be expected to be able to access full-time on-site provision at all tiers of restriction.

2. Remote education provision for students self-isolating for 10-14 Days

Every term, self-isolation packs will be created that will be sent out to students who go into self-isolation. These packs will include two weeks' worth of work that align as closely as possible with the curriculum being offered in school.

Subject teams are encouraged to utilise the Oak National Academy lesson resources as these represent a high-quality remote education offer – our students will have access to a subject expert teaching a recorded lesson. Subject teams may choose to set a stand-alone unit of work that supplements the taught curriculum offer or, alternatively, choose Oak National Academy lessons which mirror what's being taught in that term.

If subject teams do not want to utilise the Oak National Academy offer they must set work that is high-quality and liaise with the SLT member with responsibility for Teaching and Learning.

For each subject, it should be clear which member of staff a student should contact if they are stuck, need feedback to progress or have questions. This might be their class teacher or a nominated named teacher for each year group. Upon return to school, students will bring in the work they have completed and submit it to their class teachers for feedback.

Tutors should arrange to make a phone call home to students who are self-isolating, ideally a few days into the self-isolation period, to check on progress and support where necessary.

Students who are self-isolating for a shorter period of time, for example because they've tested positive and have been advised to self-isolate for 10 days, can begin the work in the pack up to the number of days that they remain off school.

Responsibilities:

- The SLT member with responsibility for Teaching and Learning will liaise with Heads of Department to ensure self-isolation packs are ready at the start of each term
- Jacqui Wardley will send self-isolation packs home to students who are self-isolating
- Jacqui Wardley will inform Heads of Year which students in their year group are self-isolating
- Heads of Year will inform each student's tutor and inform them of the expectation to arrange a phone call home
- Tutors will make a phone call home, ideally within the first week of self-isolation, to check on progress and answer any questions
- Subject teachers should collect in completed work and provide feedback to students

3. **Remote education provision for students awaiting their own, or a household members, Covid-19 test result**

Students should follow the usual protocol for a short absence. If students are too ill to work then they shouldn't be contacting the school for work and should catch up on any work missed when they return to school.

If students have Covid-19 symptoms but are not unwell then they should email their teacher directly for work from the lessons missed.

4. **Remote education provision for a whole year group self-isolation or whole year group closure**

On day one, students will log onto Satchel One and find work set for them from the core subjects: English, Maths and Science.

On day two, KS3 students will log onto Satchel One to find work set for them from Religious Studies, History and Modern Foreign Languages. KS4 students will log onto Satchel One to find work set for them from their three option subjects.

Following this, students will log onto Satchel One to find five set lessons a day that follow their usual school timetable and are aligned as closely as possible to lessons that would have been delivered in school. The majority of these lessons will be recorded by teachers at Wyvern St Edmund's using Loom.

Where possible, we will deliver one live lesson a day using Microsoft Teams. Students will be expected to follow 'Rules of Engagement' guidelines which includes the expectation that they have their cameras on.

There will be an expectation that students will submit work for their core subjects and, at KS4, options subjects. Students will be able to contact their class teacher by email if they are stuck, need feedback or have questions.

Tutors will host live tutor times and make phone calls home to check on progress and answer any questions.

Responsibilities:

- Core subject teams, RS, History and MFL to have work ready to set for day one and two of a whole year group closure
- KS4 option subjects to have work ready to set for day two of a whole year group closure
- The SLT member with responsibility for Teaching and Learning to liaise with Heads of Department about when live lessons will be timetabled and ensure 'Rules of Engagement' information has been sent home to students
- Heads of Department to work with their teams on day one and two to plan a sequence of lessons that aligns as closely as possible with the curriculum offer that would have been delivered in school
- Heads of core subjects and options subjects to work with their teams on day one and two to plan for submission and feedback during the closure
- Tutors to make a phone call home to each student during the school closure

5. Remote education provision for students identified as Clinically Extremely Vulnerable

Where a pupil is unable to attend school because they are complying with clinical or public health advice, we are expected to be able to immediately offer them access to remote education. We need to keep a record of and monitor engagement with this.

Every week, a personalised pack of learning resources will be sent home by the Head of Year. The Head of Year will also make regular phone calls home to check on progress and answer any questions. The Head of Year will monitor and record engagement.

The packs of work will include Oak National Academy lessons that align as closely as possible with the curriculum offer in school. For each subject, it will be clear which member of staff a student should contact if they are stuck, need feedback to progress or have questions. There will be an expectation for students to submit work every 6 lessons for feedback.

Responsibilities:

- Heads of Year to liaise with class teachers to ensure packs are ready every week
- Heads of Year to send the work packs home to students on a weekly basis and make phone calls home to check on progress
- Affected class teachers or Heads of Department to ensure the work set aligns closely with the curriculum offer in school and that there is an expectation to submit work every 6 lessons for feedback
- Affected class teachers to monitor that work is being submitted and that feedback is being given
- Heads of Year to monitor and record engagement

6. Remote education provision for whole-school closure

Students will be able to follow their normal timetable of 5 lessons a day. The majority of these lessons will be recorded by teachers at Wyvern St Edmund's using Loom. Where possible, we will deliver one live lesson a day using Microsoft Teams. Students will be expected to follow 'Rules of Engagement' guidelines which includes the expectation that they have their cameras on.

There will be an expectation that students submit work for each subject at least every fortnight. Tutors will host live tutor times and make phone calls home to check on progress and answer any questions.

Wyvern St Edmund's teachers used Loom during the first national lockdown. New members of staff have been send a virtual CPL session by the Teaching and Learning lead on how to use Loom (see appendix).

Responsibilities:
- The SLT member with responsibility for Teaching and Learning to ensure all new members of staff joining Wyvern St Edmund's know how to use Loom and the expectations for Loom lessons
- Heads of Department to work with their team to sequence remote education to ensure it aligns as closely as possible to the curriculum offer there would have been available in school
- Heads of Department to plan for submission and feedback of work
- Heads of Department to work with their teams to agree who is recording lessons for each year group
- Heads of Year to work with their tutors to establish a system of phone calls home to check on progress

7. **Remote education provision for rota system**

Whether we follow a one week or two week rota, students who are accessing education remotely will be able to follow their normal timetable of 5 lessons a day. The majority of these lessons will be recorded by teachers at Wyvern St Edmund's using Loom. Where possible, we will deliver one live lesson a day using Microsoft Teams. Students will be expected to follow 'Rules of Engagement' guidelines which includes the expectation that they have their cameras on. Tutors will host live tutor times and make phone calls home to check on progress and answer any questions.

8. **Remote education provision for students not returning to school**

We are expected to bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about attending school and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer formally advised, those living in households where someone is clinically vulnerable or extremely vulnerable, or those concerned about the possible increased risks from coronavirus (COVID-19), including those from black, Asian and minority ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.

If parents of pupils with possible risk factors are concerned, it is recommended that schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance).

If, following the above, we identify students who will not be returning to school, we will provide them with a termly pack of material to work through at home. There will be no submission or feedback.

Responsibilities:
- The SLT member with responsibility for Teaching and Learning to liaise with Heads of Department to ensure packs are ready at the start of every term
- Heads of Department to ensure the work set aligns as closely as possible with the curriculum offer in school
- Heads of Year to send the pack of work home

Appendices

Appendix 1: Example Term 2 Self-Isolation Booklet
Appendix 2: Example personalised pack of work for CVE students

Review cycle of policy
This policy will be reviewed every year in accordance with the schools review cycle.
Review date: November 2021

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