REMOTE LEARNING POLICY

This policy is applicable to all students, staff and parents of the Royal Wootton Bassett Academy Trust

DOCUMENT CONTROL	
Responsible position:	**Approved by:**
Senior Deputy Head	Local Governing Body
Version number:	**Date approved:**
1.0	September 2020
Review Period:	**Next review date:**
Annually	September 2021

RELATED POLICIES AND DOCUMENTS
Behaviour for Learning and Principles Policy
E-Safety Policy
Camera, Mobile Phones and Recording Device Use Policy
Safeguarding and Child Protection
Keeping Children Safe In Education
Code of Conduct
DFE Advice and Guidance Sept 2020
SWGFL.org.uk

Contents

1. Background
2. Scope of the policy
3. Remote learning lead
4. Preparing for remote learning
5. Staff expectations
6. Continuity of education in the event of a closure
7. Remote learning practice and recommendations
8. Lesson planning considerations
9. Technology considerations when planning lessons
10. Personal Data
11. Recording lessons
12. Safeguarding
13. Behaviour expectations of students
14. Information for parents
15. Summary

1. Background

This policy is to ensure the ongoing education of Wellington Academy 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. Scope of the Policy

This policy applies to all members of The Wellington Academy who have access to and are users of academy digital technology systems, both in and out of the Academy.

3. Remote Learning Lead

The Senior Deputy Headteacher and Director of IT are responsible for formulating and overseeing The Wellington Academy'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 these staff in the first instance.

4. Preparing for remote learning

The Wellington Academy will be proactive in ensuring that:

- Staff have access to Microsoft Teams for their classes, and that these are set up
- Students within classes have access to the relevant Microsoft Team
- Students will receive Teams refresher sessions (and specific Teams Meetings instruction) in ICT lessons at KS3 and during tutor periods for the rest of the school
- Staff are familiar with the main functions of Microsoft Teams
- Staff have the ability to host a Teams Meeting (video and/or audio) with their classes either from their classrooms or from home
- Parents and students are made aware in advance of the arrangements in place for the continuity of education

The Wellington Academy will ensure that staff are supported in the development of the above framework by:

- Using staff meetings or setting aside professional development time
- Ensuring that staff have access to a suitable device in their classroom or, in the event of closure, that staff have suitable at home and if not, supply them with a device during the closure period.

5. Staff should ensure that they:

- Have received appropriate training
- That their computer- based teaching resources are available outside of school (on Microsoft Teams)
- That they have access to key resources not available online at home e.g. Schemes of work
- That they have access to a suitable device for home use and if this is not the case then staff should alert the Director of IT to their situation

6. Continuity of education in event of a closure

The Wellington Academy will make provision for remote contact with students on an agreed basis in two forms:

- Students will have access to work that allows them to continue progress while at home.
- Students will have the opportunity for live lessons with their class teacher.

In as far as is possible The Wellington Academy will attempt to replicate the timetable that students follow through the course of a normal school day. Teachers will need to make themselves available for teaching during their normal working hours and should communicate with their Line Manager if this is not possible.

We are mindful of the challenges of operating in an unfamiliar environment in that:

- online learning operates on a very different dynamic.
- some subjects and activities do not lend themselves well to remote learning.

7. Remote learning practice and recommendations

- Microsoft Teams will be the single hub for all Remote Learning interactions.
- Teams Meetings allow teachers to host audio calls, share their presentations and automatically invite members of their classes (Students join by clicking the relevant meeting invite in the correct Class Team).
- Teachers may choose to record the lesson for easy cloud access at a future date and time - particularly for those students who maybe overseas (boarding school students) and whose time-zone prevents them from attending the live lesson.
- Staff will use webcams to improve the quality of audio only.
- We recommend that all Students wear headphones during calls to improve their listening experience and also engagement with remote learning sessions.
- Screen sharing will allow teachers to broadcast their screens and open documents during the live lessons for discussion and sharing with the class.
- Classwork can be handed in online will be set through Teams and marked online.

8. Lesson planning considerations

When planning and delivering lessons teachers should.

- Ensure they create a sense of consistency and routine in the resources and work.
- If they are using a PowerPoint presentation assume the pupils are working by themselves without any assistance, they will need all the information required included in the slides.
- At the start of each lesson, either in written form or as a narrated voice over, explain what pupils will be doing that lesson and what they will need
- Be explicit about how much written material is expected for each piece of work

9. Technology considerations when planning lessons

The Wellington Academy is aware that not all students will have access to technologies that will enable them to participate in online classes. The use of loan equipment or alternative options such as work packs that still allow for meaningful learning will be provided on a needs analysis basis.

When planning activities teachers should be mindful of the following:

- The school's internet content filtering systems in place is unlikely to be replicated in the home environment.
- That families do not incur additional costs, e.g. mobile data access charges - (video utilises significant amounts of data).
- That they plan screen-based and non-screen-based activities to achieve a healthy screen time balance.
- For short pieces of written work use Microsoft Form either create a template and ask pupils to write their answers in there or alternatively create multiple choice quizzes with a present mark scheme.
- Longer pieces of writing such as an essay, can be written using Microsoft Word which can then be uploaded
- They set reasonable deadlines that consider different family circumstances.

We are mindful that if remote working/learning is happening nationally then there may be bandwidth restrictions across the UK internet backbone. In this event dropping the Teams Meetings down to just audio might be necessary.

10. Personal Data
- Remote learning may require the sharing of personal data, e.g. usernames to invite in. Staff and students must always use school-provided email addresses. Data protection laws still apply.

11. Recording a lesson
If a lesson is recorded the following must happen:

- A record of the timing and who participated, including those that arrived/departed early or late.
- Ensure all participants are aware that the lesson is being recorded and agree to this happening
- Students should not make their own recordings.
- Any recording should only be kept for an agreed time, that is whilst it can be reasonable argued that it is a useful learning resource for the participants.

12. Safeguarding
- Online or offline, effective safeguarding requires a whole-school approach.
- All staff have the same safeguarding obligations regardless of whether they are delivering remote learning or face-to-face lessons.
- Staff must continue to report any safeguarding incidents or potential concerns according to the school's safeguarding policy.
- Pastoral staff and Tutors will inform students of who they can contact within the school for help or support, should it be required.

13. Behaviour expectations of students
The Education and Inspections Act 2006 empowers Headteachers to such extent as is reasonable, to regulate the behaviour of students when they are off the Academy site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of online-bullying or other online safety incidents covered by this policy, which may take place outside of the Academy, but is linked to membership of the Academy.

The Academy will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school and/or during a live lesson.

14. Information for parents

- Parents will be regular informed via, email and the school's website regarding latest developments and expectations.
- Regular phone calls will be made by the student's Tutor to reinforce these messages and share information on learning progress.
- Useful information such as timetables will also be available through the SIMS App.

15. Summary

The primary purpose of this policy is the continuity of education for students at The Wellington Academy. 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.