Remote Learning Policy

Updated January 2021

This policy should be read in conjunction with our:

> Teaching & Learning Guidance

> Behaviour policy

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

> Data protection policy and privacy notices

> Home academy agreement

> ICT and internet acceptable use policy

> Online safety policy

> Curriculum Policy

Westbourne Academy is committed to providing uninterrupted curriculum provision for all students whether learning takes place in the academy, remotely or a combination of the two.

This policy should be read in conjunction with our Curriculum Policy.

A) Introduction

Following the March 2020 school closures as a result of the Covid-19 pandemic, this policy has been written to ensure the ongoing education of Westbourne Academy students under unusual circumstances. This policy aims to future-proof against closure while also covering the ongoing education of students who cannot be in the academy but are able to continue with their education while the academy remains open.

Curriculum provision will vary dependent on the academy's ability to remain open to all or some students or in the event of a full closure. Where the academy is forced to close to all students, face-to-face provision will continue for vulnerable students and the children of keyworkers wherever practicable.

The aim of this policy is to consider the practical implementation of blended learning across a number of eventualities in order to ensure pupils, teachers, parents and other stakeholders are clear about expectations and responsibilities.

This policy draws on The Education Endowment Foundation (EEF) research evidence on supporting pupils to learn remotely:

https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/

The government guidelines to secondary schools on planning for tier 2 local restrictions:

https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions

All details of the academy's policy on staff responsibilities in terms of curriculum delivery, in the case of closure or partial closure, are covered in the Remote Learning SWAY.

B) Research Evidence

There is an emerging body of research into "blended learning", a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching. This new approach to teaching and learning has grown exponentially due to wide spread school closure. The evidence of what works is clear and strengthening. The EEF have identified the following key areas to consider for successful blended learning provision.

1. Teaching quality is more important than how teaching is delivered

Providing that the established principles for introducing new knowledge are adhered to (explanation, scaffolding, feedback) then there is no difference between the effectiveness of real time remote lessons or pre-recorded material. However, the preferred method of delivery at Westbourne is live teaching as we fully understand that personal contact with our students is key to maintaining motivation and engagement,

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as well as sustaining fruitful relationships, both teacher/pupil, peer to peer and with parents. Furthermore, we will ensure that each learning sequence builds on prior understanding in order to support student progress.

2. Ensuring access to technology is key, particularly amongst disadvantaged pupils

Lack of access to appropriate technology is a barrier to effective participation in remote learning. We need to be aware of pupils who may have less access than others and require extra provision/support.

3. Peer interaction provides motivation and improves learning outcomes

Peer marking, modelling and sharing of work, as well as live discussion and the use of shared forum functions for collaborative learning are all useful strategies to motivate and help progress whilst engaging learners.

4. Supporting pupils to work independently can improve learning outcomes

Using metacognitive approaches to encourage reflection and promote deliberate practice helps learners engage more effectively but also reminds them of key learning and thinking skills.

5. Different approaches to remote learning suit different types of content and pupils

Teachers will reflect on different approaches to remote learning and what will be most effective to deliver their subject content. This will be supported through ongoing CPD and coaching, when requested.

C) Defining Remote Provision

We recognise that personal contact with our pupils is key to maintaining motivation and engagement, as well as sustaining fruitful relationships, both teacher/pupil, peer to peer and with parents.

We also recognise that when providing remote learning variety is key. The research is clear that pupils should be facilitated to engage in a variety of remote learning activities, including direct instruction, real time lessons, recorded sequences, quizzes, use of class notebooks, formal assessments, discussion forums, break out rooms and online material.

We also consider ongoing pastoral support to be central to ensuring our pupils remain linked to the Westbourne community. This may occur through a variety of contact with subject teachers, form tutors, the Pastoral Team and remote assemblies.

The government has specified minimum expectations for remote provision;
- set assignments so that students have meaningful and ambitious work each day in a number of different subjects, including new material - planning a programme that is of equivalent length to the core teaching students would receive in school
- 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
- 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

- 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 students' understanding

Whether working in the academy or remotely, all other academy policies and procedures will continue to apply. Where amendments are required or made these will be set out in addendums, which will be made available along with the original policies and procedures. In the event of COVID 19, information will be made available through the usual channels.

As an academy, we will be proactive in ensuring that:

- staff have access to Microsoft Teams for classes and that these are set up
- students within classes have access to the relevant Microsoft Team
- students will receive Teams refresher sessions in computing lessons
- 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/carers and students are made aware in advance of the arrangements in place for the continuity of education
- IT devices will be provided to students who do not have access at home, where possible at all times but, at the very least, when a student is required to work from home (where this is not possible suitable alternative provision, which does not require IT access, will be put in place).

D. Roles and Responsibilities

If you are unable to meet any of the requirements of remote teaching, you must contact your line manager/SLT link to make them aware and for solutions to be agreed. Where staff are absent:
- self-isolating (but not unwell) – staff will be expected to continue teaching their lessons through Microsoft Teams and/or setting work where this is not possible.
- unwell - they must follow the usual school absence process and notify Andy Smith before 7am as well as their line manager. Cover work should be set in the usual way, where possible.
- if teachers require time off under what would be the P&P system - teachers should fill in a P&P form, sending it to Estelle Pepper, and notify their line manager.

If at any point, you feel you are unable or not equipped to fulfil your roles and responsibilities, you should notify your line manager and/or SLT link immediately.

Teachers
The expectation is for live teaching during a 45 minute lesson. We have arranged for the lessons to take place at the following times:

Period 1	08:55 – 09:40
Period 2	09:55 – 10:40
Break	10:40 – 11:10 – 30 mins
Period 3	11:10 – 11:55
Period 4	12:10 – 12:55
Lunch	12:55 – 13:40 – 45 mins
Period 5	13:40 – 14:25

Where live teaching is not possible, it should be agreed with your line manager in the first instance. Work must be set as per the guidelines below.

When delivering sessions online, teachers will:
- provide the best quality learning experience for their students
- complete registers on SIMS to monitor the level of participation and ensure absent students are identified
- encourage a learning environment that is conducive to learning and reinforce behaviour expectations
- set assignments so that students have meaningful and ambitious work each day, including new material
- 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
- 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
- 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 students' understanding

Teaching assistants and cover supervisors

TAs and cover supervisors may be redeployed to support with delivering sessions for vulnerable students and children of key workers. They may also be directed by their line managers to complete a range of tasks and activities to further support the progress and pastoral care of our students.

When delivering sessions for vulnerable students or children of key workers, teaching assistants and cover supervisors will:
- support students in completing work set by teachers
- encourage a learning environment that is conducive to learning and reinforce behaviour expectations

Team Leaders

Alongside their teaching responsibilities, team leaders are responsible for:
- considering whether any aspects of the subject curriculum needs to change to accommodate remote learning
- coordinating the work teachers are required to complete to contribute to the development of the respective subject areas; they should coordinate shared planning where appropriate
- working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- 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 at appropriate times
- monitoring the remote work set by teachers in their subject through regular meetings with teachers and by reviewing work set
- alerting teachers to resources they can use to teach their subject remotely
- where a member of staff is absent, making necessary arrangements for the setting of work where appropriate
- identifying and supporting those members of staff who need further support in delivering remote learning effectively

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- keeping up to date with government advice and sharing this advice as and when it is necessary
- co-ordinating the remote learning approach across the academy
- monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, by reviewing work set and by reaching out for feedback from students and parents
- monitoring the security of remote learning systems, including data protection and safeguarding considerations
- ensuring students are able to access remote learning and providing support in the form of devices/ work packs where appropriate
- providing staff with opportunities for training on all aspects of remote learning

E) Examination Board - Specific Requirements

Below are details of any specific requirements set out by the exam boards used at the academy. In order to ensure all students can achieve success, Westbourne Academy will comply fully with the requirements set out below.

BTEC

Definitions

Blended Learning is defined by Pearson as follows: Blended learning is a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience.

Distance Learning as defined in our Distance Learning and Assessment Policy is as follows: Learners recruited and enrolled online and study independently using virtual learning environments - for example via online courses, posted resources, and telephone support. Please note that prior approval is needed from Pearson prior to distance learning delivery.

Aim:

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.

The full Pearson guidance on blended learning can be found here:
https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Distance-and-Blended-Learning-approaches-during-COVID-19-period.pdf

Blended Learning

Blended learning is a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience.

Blended Learning is a two- way process of teaching. The first is using face to face interaction to educate (in school) whilst the second is through electronic platforms to educate online (remote learning). Blended learning is used therefore, to maximise the educational impact on children and young people both in and out of the classroom.

Blended learning allows for both school-based and remote learning environments to work hand in hand, helping children and young people achieve. This will ensure that any closures of school premises will be met with effective response.

Blended learning will provide an opportunity for assessment to be a mixture of traditional assessment methods combined with Distance Assessment.

Distance Learning

Distance learning refers to a process of learning where there is little or no face to face interactions between teachers, children and young people. Online electronic platforms are the main mechanism that is used to provide education when remote learning is taking place. Children and young people may be requested to use these online electronic platforms in order evidence their learning, in the form of the submission of work assignments, which will form the basis of distance assessment.

Where Distance Learning programmes are in place the Pearson "Distance learning and assessment policy" should be referred to. If Distance Learning programmes are to be put in place the Pearson's "Distance Learning Self-Assessment (DLSA) Form" will need to be completed and submitted to Pearson in order to apply for qualification approval.

Distance Assessment

Distance Assessment is a method of assessment delivered to learners away from Westbourne Academy, with little or no face to face contact with their teachers, where the assessment is designed to be carried out remotely.

Distance Assessment enables children and young people to be assessed even if they are in situations/settings where traditional methods of assessment delivery may be difficult or impossible to operate.

Distance Assessment can be defined as assessments completed in a location remote from the assessor, without direct supervision from a centre. For example, assignments completed using an online electronic platform such as those known as Virtual Learning Environments or assessments completed and posted either physically or electronically.

Distance assessment cannot be used for Pearson externally set and marked examinations and controlled tasks.

Objectives of Blended Learning at Westbourne Academy.
The planning and delivery of distance learning at Westbourne Academy should:
> offer high-quality online learning
> align as closely as possible with in school provision
> provide appropriate levels of challenge
> build on prior learning
> be immediate
> make provision to post materials where there is no on-line access in the home environment
> consider the nature of the task so it can be completed independently
> be set in line with timetable – range of subjects and be equivalent in hours
> include face to face or video explanation which can then be followed by work set on the basis of this explanation
> not be overly reliant on long term projects or internet research
> all worksheets, PowerPoints and other electronic documents should be converted to the PDF file format to ensure student access
> ensure tasks set are for appropriate timeframe

School Closure or Partial Closure
In the event of a whole school or partial closure, where a partial closure may take the form of a year group bubble being required to isolate at home, the following expectations are to be met:
> Teaching staff will be expected to deliver live* video lessons via MS Teams.
> Lessons taking place online via MS Teams will be scheduled in line with students' current in school lesson timetable. Lesson duration will be reduced to 45 minutes to allow for a brief break between lessons.
> Registers taken on SIMS either during, or immediately after, every lesson.
> Lessons delivered should ensure that the curriculum is continuing to be covered.
> Teachers must take responsibility for the teaching and attendance of their own individual classes.

* Teachers will be expected to deliver full live video lessons for *at least* half of the normal lesson duration. Many subject areas are committed to always delivering full live lessons; however, for the other half of the learning time, there is an option to:
- Start the lesson on Teams, set students off on an independent task and regroup at the end of the lesson.
- Alternatively, you may wish to teach for the first half of the lesson and have students work independently for the rest of the time.
- Or a quick starter on Teams could be completed to welcome the group and they could then be directed to complete a piece of work independently, with the teacher remaining on Teams to deal with any issues during the course of the lesson.

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Double lessons will require the delivery of an online live lesson for at least one hour of the session. This may be one whole hour or broken down into segments delivered across the two-hour duration of the lesson. A register will need to be taken for both periods.

In all of the models above, it is important that we take registers for each lesson and maintain a teacher presence on Teams (either live in person or through the chat) for the duration of every timetabled period.

> The use of other online lesson resources e.g. Oak Academy lessons can be used to supplement teaching tasks but **should not be used** to replace the live lessons from our own staff.
> Assessments should be conducted following the same timeline as set out in department's assessment calendars and fed back in a timely manner.

Individual student self-isolation

In the event that an individual student is required to self-isolate the following arrangements and actions are required to be made by the student's class teacher:

> Tasks should be set for each lesson that the student will miss in the anticipated length of absence.
> Tasks should be set that are in-line with the planned scheme of learning and assessment plan.
> Tasks should be emailed to students.
>> o   If emails cannot be received, then provision should be made for printed material to be sent to students.

Student and Staff Safeguarding in a Blended Learning Environment

When participating in distance/blended learning, where contact may be by online video lesson, email or a combination of both ALL staff should share the commitment that Westbourne Academy has to safeguarding children and young people. Even though staff contact with pupils may be remote they should still take all welfare concerns seriously and ensure that they act in the best interests of the child and in line with Westbourne Academy Safeguarding Policy.

When conducting distance learning, distance assessment or blended learning ALL staff should be vigilant to identifying children and young people who may be suffering or the likelihood of suffering significant harm. This responsibility supersedes any other considerations.

If there are any safeguarding concerns determined by a member of staff through the interaction that they have had with a young person when conducting distance learning, distance assessment or blended learning programme then these concerns should immediately be brought to the attention of the schools Designated Safeguarding Lead (DSL) or Deputy.

Staff conduction online video lessons from their home should be mindful of what may be displayed in the background of the video. Staff should where possible digitally alter the background of the video e.g. blurring the image displayed behind them.

When conducting an online video lesson staff should record the session using the facility embedded in the video meeting software. This video should be retained for at least a period of a week so that it may be accessed if required to support a safeguarding issue that may have been raised.

Email contact with pupils should only be from staff school email accounts, not personal accounts. Emails from staff should only be addressed to pupil school email accounts. A school email account can be identified as it is composed in the following manner – username@westbourne.attrust.org.uk