



WALSALL
STUDIO
SCHOOL
TRANSFORMING
YOUR FUTURE...

Remote Learning Plan

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1. Aims

This remote learning policy for staff aims to:

1. Ensure consistency in the approach to remote learning for pupils who aren't in school
2. Set out expectations for all members of the school community with regards to remote learning
3. Provide appropriate guidelines for data protection

2. Roles and responsibilities

When providing remote learning, teachers must be available between 0830 and 1530 in accordance with the school's face to face timetable unless an alternative timetable for students is deemed necessary. Faculties will ensure work is set for the classes that would have been taught on that day. 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:

- Teachers / Subject Teams will set / post work for their classes on Google Classroom, which is the main focal point of all student work and remote learning.
- Where appropriate, in the event of longer-term requirements teachers / faculties 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, teachers will make an appropriate and informed decision as to the type and content of the work being set, based on their Schemes of Learning and planning. Teachers 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 is clearly 'labelled' as a designated assessment and falls within the subject area scheme and assessment plan and the school's feedback policy. This could be provided on return to school. 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.

- Teachers will not be expected to provide individual feedback via email to students.
- Teachers will continue to work within our expectations for communicating with parents / carers in the event of a concern. In the event of a school closure this will solely be via email communication, within 48 hours as is our usual expectation and not outside working hours, unless in exceptional circumstances.

Setting work on Google Classroom

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 and this will follow the Accelerated Learning Cycle sequence to planning, utilising the aide memoire for live and online learning in appendix 1 to support delivery
- Teachers will present work daily or for the week ahead
- Through the organisation of Google Classroom, teachers will clearly label the following aspects of all work:
 - **Who** - Which class the work is set for.
 - **Instructions & guidance** - Relevant information based on each task being completed, as well as 'help sheets' and guidance to support learning. e.g. worked examples and scaffolding should be present. Also providing opportunities and task which support and promote independence and metacognition- such as self-mark sheets, checklists etc.
 - **Time allocated** - The expected 'realistic' study time to complete the work, this will not exceed the timetable allocated lesson time and should take account of the fact that students will largely be working independently- therefore tasks will generally take longer than in a classroom setting.
 - **Collation** - How the work should be collated and stored by the student– e.g. save electronically for individual reference, make notes on paper, and keep for reference or submit work electronically for assessment and marking

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 email account which will include the time and date.
- It is likely that teachers may request students to turn off the camera to disable video and have audio only (with PPTs etc), students will still be able to view the teacher. This is to promote a productive and controlled learning environment.
- 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. Lesson structure will follow the Accelerated Learning utilising the aide memoire for live and online learning in appendix 1 to support delivery
- Teachers may pre-record tasks and lesson activities via PowerPoint narration and post them on Google Classroom. For example, a PowerPoint lesson which includes narration to introduce or support learning and then scheduled activities for students to complete.
- Where live lessons are streamed internally due to enforced staff self-isolation, staff will be required to adhere to the in-school Flowchart for Facilitation of Live Lessons.

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

Responsibility of School and Curriculum Leaders

- Build a blended learning strategy into Department and Whole School Development Plans
- Ensure this policy and our live lesson strategy, IT and protocol are shared with all teaching staff and training/ professional development opportunities provided for
 - Assistant Director for Teaching & Learning to provide access to training on live lessons to all staff. Feedback from staff, students and parents used to provide further CPD to improve online delivery.
 - Teaching and learning teams to provide CPD on AFL techniques as an alternative solution to live learning
- 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
- All departments to identify, implement and monitor subject specific resources. These will be used to support blended learning (quality of resources/lessons, ease of access to students, workload issues for staff to enable a blended learning approach to be consistent and effective).
- Examination requirements, specification changes – Subject Leaders to be aware of any changes and make suitable adaptations, as required. Subject leaders receiving updates from exam board webinars and amend schemes accordingly.
 - Student progress tracking – although it seems that Centre Assessed Grades may not be used for examination results next year, the situation could change. Therefore, we need to consider how we track student achievement/progress – especially if we cannot get students to sit pre-public examinations in the usual ways.
- Plan for the digital divide between students – although we have provided IT equipment to some of our most vulnerable students, some still have limited IT access through mobiles or tablets. Many more have limited data/access to the Internet. A further issue is a lack of digital literacy, with many students not being able to put an attachment on an e-mail. We may need to have work booklets to provide to students to get over the digital divide.

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'

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.
- 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.
- 1-1 Live Teams sessions will not be able to take place due to meeting safeguarding requirements- Staff will wait until more than 1 student is in attendance before making audio and camera capacity (if being used) functional.

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.

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 an 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, no vest tops, hats, or hoods etc.).
- 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 permitted.

- 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 is not acceptable.

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.
- If students are communicating through emails and live learning, students should avoid using shorthand text speak and write as they would speak in class.
- 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. Please refer to the School Behaviour policy.

Parents

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://reportharmfulcontent.com/>
- 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 (to any teacher, the child's tutor, pastoral leader, or any member of safeguarding team – details can be found on our website). 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.
- Parents can contact the school by:
 - calling the school's receptions between 8.30 and 3.30pm during the school closure.
 - emailing the child's teacher/tutor/pastoral leader within the normal working hours of the school by email.
 - If a parents concern is specifically related to safeguarding, they can contact the school's DSL lead, by emailing: smith.h@wss.merciantrust.org

Appendix 1

Appendix A | aide memoir for remote learning sessions

	Prompt	What might this look like in practice? Possible ideas
1	What do I want pupils to know/be able to do as a result of this session(s)?	<ul style="list-style-type: none"> • Clear learning goals defined by teacher and made explicit to pupils. • Medium term plan made available to parents so they can support where appropriate.
2	Is there a key question that helpfully drives the session?	<ul style="list-style-type: none"> • 'Big question' to frame the session. • Is there an interesting and valid debate within the subject that might provide a hook? • Refer back to key question at end.
3	How does this relate to what's come before/after?	<ul style="list-style-type: none"> • Session guided by medium term plan. • Make links explicit for pupils where appropriate. Don't assume it's obvious.
4	Which key concept(s) am I introducing for the first time, or needing pupils to recall?	<ul style="list-style-type: none"> • Definitions of key terms. • Time taken at start to recall previous learning. • New concepts broken down and introduced in small steps.
5	Which aspects do pupils tend to struggle with or misunderstand? If I know this in advance, how can I address it?	<ul style="list-style-type: none"> • Worked examples. • Definitions of key words. • Check for understanding. • Make common misconceptions explicit and correct understanding. Avoid rushing instruction. Provide opportunity for pupils to go back/pause/rewind.
6	Which examples best illustrate the concept? Which will pupils find more readily relatable?	<ul style="list-style-type: none"> • Links made to pupils' experience where appropriate. • Analogy and metaphor. Eg 'This is like...' • Introducing key examples from the subject's canon. • Which examples will be built on later?
7	What practice is necessary?	<ul style="list-style-type: none"> • Worked examples. • Independent practice. • Retrieval practice. • Elaboration – pupils have to expand an explanation, perhaps to a parent.
8	How will I check for understanding and provide feedback?	<ul style="list-style-type: none"> • Q&A through video conferencing. • Through school's online platform. Eg. Microsoft Teams, possibly with teachers available at agreed times. • Email. • Work submitted online. • Teacher checks pupils' self-marked scores. • Whole class feedback. • Whatever method, make parameters explicit to pupils and parents.