Date of last review:	N/A	Review period:	Annual
Date of next review:	September 2022	Owner:	Rebecca Lee

Remote Education Policy

History of Policy Changes:

Date	Page	Change	Origin of Change
Sep 2021		Update to the statutory requirements.	
Sep 2021		Appendices – reduction in number to most relevant.	

Contents:

1. Our Vision

At Wyvern St Edmund's, our aim is that every student becomes the best version of themselves that they can be. Every policy and procedure has our students' best interests at heart and is mindful of staff workload and wellbeing.

Our vision is enacted by way of every member of staff, whatever their role, working to safeguard the wellbeing of our students and to maximise their progress. Of equal importance for us is their personal growth, self-discipline and the self-discovery of their passions and God-given talents. Every member of our school is treated with dignity and respect and is shown care and consideration. The Christian values of love and compassion inspire our commitment to the promotion of 'life in all its fullness' and are at the heart of all decisions that we make.

2. 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 re-issued 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) in the academic year 2021-22.

The Department for Education first published guidance for full school opening in June 2020. This was most recently updated for September 2021 and includes expectations for remote education provision.

Department for Education expectations:

- All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.

- Remote education is equivalent in length to the core teaching pupils would receive in school and should include recorded or live teaching as well as time for pupils to complete tasks and assignments independently.

- Online video lessons do not need to be recorded by teaching staff at the school. High quality lessons developed by external providers can be provided in lieu of school led video content.

- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally

- Overcome barriers to digital access for pupils e.g. by distributing school-owned laptops and securing appropriate internet connectivity solutions.

- Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern

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.

3. Remote education provision for students self-isolating for up to 10 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, 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

4. Remote education provision for students awaiting a 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.

5. 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 student conduct guidances 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 student conduct guidance 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

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 or more live lessons a day using Microsoft Teams. Students will be expected to follow student conduct guidance.

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 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

8. Remote education provision in the event of 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 student conduct gudiance 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.

9. 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).

Appendix 1: WSE Guidelines for Planning Remote Lessons

WSE Guidelines: Planning Remote Lessons

Most of us now have a pretty good idea what works and what does what it comes to remote teaching in our subject areas. This is just an overview of some of the key things to bear in mind should we have to return to remote teaching (e.g. for cover lessons or in the case of a year group going into self-isolation).

Planning time

We've found that planning for remote lessons takes longer than planning for normal lessons because you can't rely on the best resource there is in a classroom: you. This is especially true if you're planning for a range of abilities and need to consider how students that are stuck can get 'unstuck' without a subject specialist on hand and how you can push/challenge your most able students.

We need to think carefully about how *to balance using our own resources with what is already in existence and freely available on the web*. Be mindful that some of our families will have been making use of the most easily accessible and most publicised resources available during lockdown e.g. BBC bitesize. If you do choose to use a web resource or video clip, it's imperative that you've trialled it and watched it in its entirety yourself. You may make a specific reference to something about it in your Loom video e.g. why did this happen about half way through that clip?

Setting appropriate work

In some subjects, it might be more appropriate to have different lessons set for different ability classes. In some subjects it might be appropriate to use the same Loom video for more than one year group but make sure you copy the video and change the title (Maths purposefully chose not to mention the year group in their videos during lockdown for this very reason).

In the case of a whole year group going into self-isolation or a return to remote teaching on a wider scale, it's not necessary for everybody in your team to deliver Loom lessons. Team members can contribute to the planning and resourcing of remote lessons even if they're not delivering them themselves.

Submission of work

You will expect students to make some kind of submission after every lesson to enable you to monitor engagement e.g. use Google quiz to have an end of lesson quiz which will give you an insight into engagement with the work as well as what students have/have not understood.

As a rough guide, students should be submitting something more substantial for feedback every fortnight for most subjects. Feedback may take the form of acknowledgement emails, virtual praise postcards, whole-class/cohort feedback (e.g. common strengths/weaknesses), shout outs in Loom videos, galleries of pictures of work etc. Departments will likely have developed their own approaches to this during lockdown.

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Appendix 2: WSE Guidelines for Loom Lessons

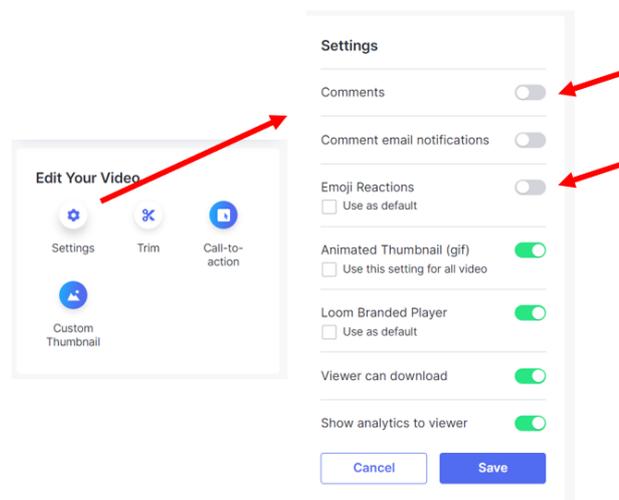**WSE Guidelines for Loom Lessons**

1. Once you've started recording, wait 3-5 seconds AFTER the beep to start talking because otherwise you'll find that your salutations are cut off.
2. Begin with a greeting and explain what the lesson will be about – how does it connect with prior learning, where are you taking students? Remember to smile!
3. Be clear about what students will need for the lesson e.g. with an equipment slide. Students can then pause the video at this point and go and get anything they need for the lesson before you move on.
4. Model/explain what it is that you want students to do. If you are using links to resources, click on the links and show students where they'll be taken to.
5. Be really clear about what exactly you want students to complete, what you want them to submit and how you want them to submit it.
6. For the most part, Loom videos should be between 5-10 minutes but may be longer on occasion when you need to model of explain something in detail.
7. The title for your Loom video should match up with the title for your lesson on SMHW (if it's going on SMHW e.g. if we have a year group self-isolating).

NB: You will want to remove notifications for you Loom videos so that you're not notified whenever it's viewed or commented on. Click on the person icon (top right) and select 'Account Settings' then 'Notifications'. Click on the green bars to switch them off.
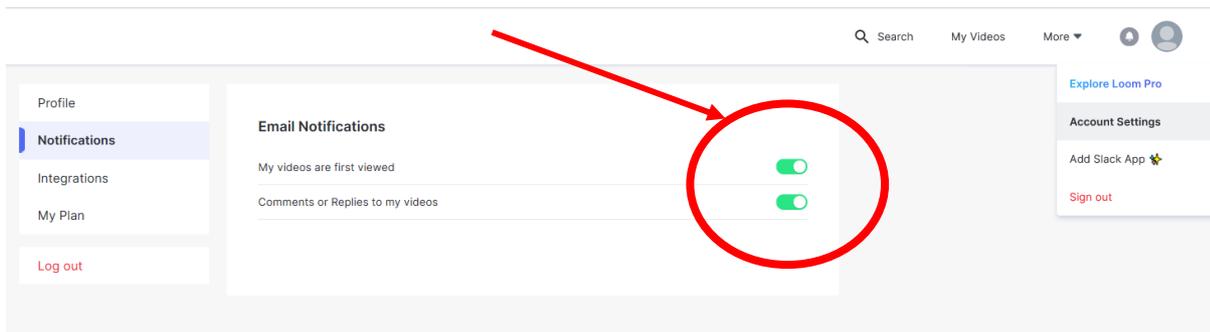
You will want to remove the option for students to use the emoji reactions and comment on your Loom video.

To the bottom right of your video you will see an 'Edit Your Video' box. Click on 'Settings' which will Open up the options to toggle things on and off. Click 'Comments' and 'Emoji Reactions' to off.

Loom Video: Beginner's Guide to Using Loom

https://www.loom.com/share/5c3e77e37de340ff94f28354488274de

Appendix 3: WSE Guidelines for Live Lessons

WSE Guidelines for Live Lessons: Microsoft Teams

1. Ensure that you record the live lesson or tutor time for safeguarding reasons. Do not share the recording with non-attenders.

2. Set up a waiting room. Only admit students that you are expecting (their display names should be their full names).

3. Take a register as students join the live lesson or tutor time. This is your engagement data for the monitoring document.

4. Remind students to have their cameras off and their microphones muted unless you call on them to respond. Students have been sent a 'Student Conduct Guidance' document.

5. Monitor the group chat – remind students that you can see everything that they type. If you have another adult in the meeting (e.g. a TA) you can ask them to monitor the chat.

6. Give warnings for inappropriate behaviour (e.g. inappropriate comments in the chat) and then remove students from the meeting if necessary. Please follow up any inappropriate behaviour with a phone call home.

7. As a rough guide, you do not need to teach for the full hour. You might spend 15-20 setting students up with a task, engaging in a discussion and answering questions from the class. For the rest of the timetabled lesson, you might ask students to complete work independently and leave the meeting so that students can drop back in if they need/want 1-2-1 or small group support. You might then have all students back to share/discuss at the end of the lesson. You will find what works best for your subject.

Jess Snook has recorded a Loom video with some key guidance on using Microsoft Teams for live lessons. She covers:

- Creating a Team
- Scheduling a meeting
- Creating a lobby
- Blurring background
- Tracking attendees
- Sharing resources
- Breakout rooms
- Class notebook

https://www.loom.com/share/023fc60beaed4ef49e4c48ee48b8094f

WSE Live Lessons: Student Conduct Guidance

Student Conduct Guidance	
	BE ON TIME Make sure your device is charged and access the link 5-10 minutes before the lesson starts. Do not try and join the lesson before this time or use the chat function before the lesson starts.
	BE PREPARED Make sure you have everything you need for the lesson before it starts.
	PRESENTATION Consider your surroundings at home; find a good space without distractions.
	BEHAVIOUR Please behave as you would in a classroom based lesson in school e.g. use appropriate language. You must not record any part of the lesson. If you do not conduct yourself appropriately in a live lesson, you will be removed from the lesson and your teacher will make a phone call home.
	MUTE YOURSELF Mute yourself to stop background noise. Be prepared to turn audio on as directed by your teacher to answer questions.
	CHAT RESPONSIBLY Only type when needed so that your teacher can respond to questions promptly.
	PARTICIPATE Take an active role in the lesson. Use the 'raise hand' function if you have a question.

- **Lessons will be conducted using Microsoft Teams.** You will need to log in, using your school email account details, to join your live lessons.
- **Lessons will take place at their timetabled time** for that day. For example, Lesson 2 will run from 9.30am – 10.30am
- Registers will be taken at the start of the lesson; **attendance will be monitored**.
- **Lessons will be recorded** for safeguarding reasons but these recordings cannot be shared with those unable to attend the live lesson.