



Our vision is to provide an

Inspiring Educational Experience

for all students which is beyond their expectations and therefore forms
the foundation of a happy and fulfilled life.

REMOTE EDUCATION POLICY

Remote Education Expectations

Where a class, group or a small number of students need to self-isolate, or local restrictions require students to remain at home, WMAT schools must have the capacity to offer immediate remote education.

Schools are expected to show how they have planned to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the 22nd October.

This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of students are required to remain at home.

In developing these contingency plans, WMAT schools will:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that is linked to the school's curriculum expectations
- Give access to high quality remote education resources
- Use the Google Education Suite of tools to consistently allow interaction, assessment and feedback
- Make sure staff are trained in their use
- Provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access
- Schools should work with families to deliver a broad and ambitious curriculum for students with SEND who may not be able to access remote education without adult support

When teaching students remotely, we expect schools to:

- Set assignments so that students 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 students are progressing through the curriculum, through responsive teaching strategies
- 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
- Plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers
- Where possible follow existing schemes of learning and formative assessments

Remote Education: when teaching students on a rota system

When teaching students remotely as part of a rota system, schools will have considered what material is most appropriate for on-site and remote education.

When considering remote education in a rota system specifically, all WMAT schools should:

- 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.
- Be responsive to the progress made by students with teachers using a variety of methods to gauge this with the same regularity as face to face teaching
- 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

Approach to Remote Online Teaching

The evidence - THE EEF GUIDE TO SUPPORTING SCHOOL PLANNING: A TIERED APPROACH TO 2020-21

1. Teaching quality is more important than how lessons are delivered

Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding and feedback— is more important than how or when they are provided. For example, teachers may recycle recorded lessons and materials, considering how they can be integrated into effective classroom practice or used in future homework tasks. Indeed, recorded lesson content could prove very effective to manage an unplanned student or staff absence.

2. Ensuring access to technology is key, particularly for disadvantaged students

Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Given school closures, many schools will now have established routines and plans attending remote learning that can be embedded for the academic year ahead. A lack of appropriate technology and home supports may still prove a challenge for many disadvantaged students in the year ahead.

In addition to providing access to technology, ensuring that teachers and students are provided with sustained support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented. Ongoing changes to technology platforms may also mean that sustained teacher professional development is a necessity.

3. Peer interactions can provide motivation and improve learning outcomes

Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate students and improve outcomes. Approaches to peer interaction, such as peer marking and feedback, or sharing models of good work, can be effectively integrated into sustained school routines in the year ahead.

4. Supporting students to work independently can improve learning outcomes

Multiple reviews identify the value of strategies that help students work independently with success. Research indicates that explicit modelling of independent learning strategies and guided practice is necessary. For example, prompting students to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable. During the new academic year, integrating these strategies clearly into homework and other study approaches is likely to prove effective.

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

Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their students. As schools return full-time they may seek to evaluate the effectiveness of such remote strategies. Strategies such as using technology to support retrieval practice and self-quizzing can help students retain key ideas and knowledge. Schools may seek to embed such practices through their approach to homework etc.

Staff Development: Google G Suite for Education

Stage one: WMAT Virtual Learning Academy will make FLOW Online explicit with examples of teaching strategies, exemplar videos and online tutorials on how to use remote tools effectively.

Stage two: Individual schools to plan and audit staff training and engagement with resources on the Virtual Learning Academy to ensure all reach the required skill level to deliver FLOW Online.

Stage 3: Quality assurance processes will inform further training needs as remote education is delivered.

Stage 4: The Google Vanguard team provide:

1. Q&A sessions via Zoom focused on areas identified high level analytics;
2. 1-1 coaching where needed
3. Bespoke exemplar material for the WMAT Virtual Learning Academy
4. Keep abreast of new developments and communicate this to all staff
5. Become experts in using the G Suite by achieving Google Educator Level 2
6. Create a bespoke WMAT Google Educator qualification focused on the tools that make the biggest impact

This team is coordinated and quality assured by the T&L leads in each school and in collaboration with each other. One person on the T&L team will take overall responsibility for the leadership of the team.

FLOW Online: Full or Partial Lock Down

Teaching will be based on the FLOW learning strategy using the framework of RIAT (Recap, Input, Apply, Test) to structure learning over time. As with FLOW in the classroom, teachers will use their professional judgement as to what the correct mix of each element needs to be in each lesson. In line with EEF guidance, teachers will make an explicit attempt to plan for peer interaction wherever possible.

For clarity over what is meant by RIAT and how this can be implemented, see the Virtual Learning Academy.

FLOW Online: Self-Isolating Students

Remote learning aims to be as effective as it can be in allowing students to follow the same curriculum as they would be following if they were in school as normal. Whilst, it may never be as effective as face to face teaching, we aim for remote learning to be as effective as possible, underpinned by the strongest evidence of what works.

Remote learning will always be set via the Google Classroom/Microsoft Teams/Evidence for Learning for each subject a student has (school dependent). Tasks that are required to be completed will be set as assignments, with a due date, as well as indicating whether the task will be marked/have feedback on it by the teacher.

Curriculum teams will have collaboratively planned learning and so a lesson may not be delivered by a students' usual class teacher. The class teacher will, however, be available during the timetabled lesson to reply to questions and comments either via Google Classroom or in a live remote context. Students without digital devices or an internet connection will work with hard copies of the classwork.

Tier 1

For individual students that are self-isolating:

- Classwork for students self-isolating will be set on the Google Classroom/Microsoft Teams/EFL to complete in line with the curriculum they would be following in school. Students should upload their work to the assignment and teachers will provide feedback on the work if the task requires it.
- Classwork should follow the curriculum that students that are still in school are following.
- Teachers may utilise the Oak National Academy pre-recorded videos if there is a curriculum match and the quality of the content has been audited by the department.
- If appropriate, teachers could live stream their lessons with just the front of the classroom visible. However, this is not an expectation.

For a whole classes or bubbles that are self-isolating

- Classwork will be set via Google Classroom/Microsoft Teams/ EFL and will include a pre-recorded video by their teacher, or another teacher within the same department, that will include a recap activity, an explanation of new content and application tasks. Students should upload their work to the assignment and their class teacher will provide feedback on the work if the task requires it.
- A 'live' tutor time or assembly will occur daily, with students being sent invitation details via their form group's Google Classroom/Microsoft Teams/ EFL.
- For some subjects at specific times, mostly surrounding feedback on work, 'live' lessons will take place via Google Meet/Microsoft equivalent and invitation to these sessions will be via Google Classroom/Microsoft Team/ EFLs.
- A pre-recorded video from a member of WMAT staff, or content from the Oak National Academy will be used at least once a week for every subject. The video should focus on expert instruction/explanation as part of the input/application stage of FLOW online.
- Lessons/meetings should be recorded where there is only one member of staff/ adult present and the session involves students. It is important that all attendees are notified before recording starts as part of the introduction given by the member of staff.
- School communications should make parents aware that sessions may be recorded for safeguarding and data protection issues and retained for a period of thirty (30) days after which time they will be automatically deleted.
- If invites are being sent out to a particular session, other than a planned lesson, and you know you will be intending to record, you can also state that clearly in advance.

Assessment Remote Learning

- Assessment during remote learning will be formative - the 'test' part of RIAT - and will be used to:
 - Inform the teacher for the purposes of planning subsequent lessons
 - Check for understanding and misconceptions
- Assessment could be in the form of:
 - An online quiz
 - A written activity completed independently or in a peer learning group
 - Seneca, Hegarty or another bespoke programme
 - For practical subjects, evidence of a practical piece of work, as directed by the subject teacher e.g. photo of artwork, video of drama piece
- Students will not receive individual, personalised feedback on every piece of work submitted but should submit all work as the teacher will review to inform planning.
- Feedback frequency will reflect the school feedback policy
- Feedback can be in the form of:
 - A quiz score
 - Written/voice comment
 - Whole class feedback delivered as part of the next learning sequence
- At KS4, self-assessment using a mark scheme or pre-recorded videos for answers

SEND

EHCP

All EHCP students will be individually assessed and a decision made with parents/carers as to whether the students are in school as part of the key worker provision based on their needs and circumstances. If participating in home learning, we endeavour to deliver as much of their statutory provision as appropriate. For example, TA's may contact students remotely to support them with accessing home learning or invite them to remote intervention groups.

The SENDCo at each school will continue to oversee all EHCP provisions and annual review meetings will be held remotely.

The teacher or TA/LSA will be available to support the student via Google Classroom during the timetabled lesson in the event of full lockdown.

All SEND Students

Teachers have been advised on how to make home learning accessible and inclusive to all students, whatever their barriers to learning, through the SEND specialists within the trust. If you have any concerns, such as the volume of work, please contact your child's key adult who will be contacted weekly.

If your child has exam concessions, you may wish to integrate these into their home learning. For example, if they have a reader then you can support them by reading texts aloud to them.

Pastoral Support

Tutor Time

Full Lockdown Expectations: structured week for students consisting of:

- Tutors to take a register and check in with Tutees live every morning followed by:
 - Monday Assembly
 - Tuesday Activity/Sub Group A with Tutor
 - Wednesday Activity/Sub Group B with Tutor
 - Thursday Activity/Sub Group C with Tutor
 - Friday Activity/Sub Group D with Tutor

If students miss tutor time then follow up call is made by relevant staff member.

Rationale:

- The Tutor Time gets students in a routine for the day. It is a way of checking on student well-being and sustaining positive relationships. It also is important that tutors flag concerns and signpost it to the relevant people, and the tutor time check in will help this.
- Varied and well thought out activities will promote active engagement
- Small group longer sessions with Tutors will engender higher level of discussion
- Virtual assemblies maintain the sense of community

Partial Lockdown Expectations:

Dependent on the nature of partial lockdown. If the whole year group then as above for that year group.

Isolating Expectations:

Daily live Tutor Times by Key Stage undertaken by non-teaching Pastoral team.

Student Voice

This should continue if full lockdown is reintroduced for an extended period. Student Voice coordinators in each school will need to arrange for virtual meetings.

Rewards

Must continue over lockdown. Students (and parents) respond well to certificates - mainstream schools agreed that in an extended lockdown that schools should do whole year rewards celebrations on a half termly basis. Rewards should recognise participation, resilience and achievement.

Student Expectations

All students should uphold the highest expectations of behaviour when engaging with online learning. They should ensure that their language and dress are appropriate. They should be ready to learn and learning should take place in a public space.

Failure to complete work to a satisfactory standard or to meet behaviour expectations will lead to conversations with parents to identify effective sanctions.

Safeguarding

Students must be assessed for contact. DSL's need to agree to an approach that will escalate contact from Pastoral/Safeguarding Team dependent on need. Home visits need to be considered as vital for key students.

Contact needs to be recorded on an effective system as per school context. DSLs need to ensure engagement with Safeguarding professionals.

DSL virtual meetings to continue.

Weekly Pastoral/Safeguarding meetings to continue - virtually if necessary

Refer to school Safeguarding Policies for further details.

Quality Assurance

- A regular dialogue with student voice groups will be maintained and experience of remote education will be discussed at each meeting
- Regular lesson scrutiny will be conducted by both middle and senior leadership to monitor quality and enable targeted training for staff who require it
- Regular scrutiny of assessment and feedback will be conducted by both middle and senior leadership to monitor quality and enable targeted training for staff who require it
- Virtual Parents' Evenings will facilitate dialogue between parents, teachers and students about their experience of remote learning

Communication

- A regular digital newsletter will be produced and sent to students, parents and staff
- The governing body will receive the above communications
- A cascading organisation of team meetings from senior teams through to middle leadership will ensure a flow of communication in all directions to ensure consistency
- Contact between home and school will be made during regular school hours
- Lessons might not be delivered by regular class teachers but a student's own teacher will be available to answer questions via Google Classroom or in a live context if this has been scheduled
- Students should expect face to face contact with a member of staff on a daily basis
- Where 1-1 or small group interventions are part of a student's timetable, they will continue as usual (*refer to safe practice document*)

6. Monitoring arrangements

This policy will be reviewed at least annually. At every review, it will be approved by the Board of Trustees.

7. Links with other policies

This policy is linked to:

- Behaviour policy
- Child Protection & Safeguarding policy /Coronavirus addendum
- Data protection Policy and Privacy Notices
- Home-school agreement
- ICT and Internet Acceptable Use Policy
- Online Safety Policy