

Woodland Academy Trust

Remote Learning Policy

Document Control	
Owned by:	DoE
Date of Approval:	Autumn 2020
Approved By:	Executive Board
Date of next review:	Autumn 2023

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Woodland Academy Trust is committed to inclusion, diversity and promoting equal opportunity for all. All schools within the Trust share this commitment, providing an inclusive environment.

This objective applies to all policies and procedures and the Trust will at all times adhere to the requirements of the Equalities Act 2010 and any other associated guidance.

1. Specific Aims

- To outline the Woodland Academy Trust's approach for pupils that will not be attending school as a result of government guidance or due to continued shielding.

2. Who is the policy applicable to?

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

3. Remote learning for pupils that are not able to attend school due to self-isolation or in line with government guidelines

The Woodland Academy Trust will provide remote learning (online) for pupils that are not able to attend school so that no-one need fall too far behind. The Woodland Academy Trust is fully aware that these are exceptional times and would like to make it clear that the completion of work is not compulsory and that this document seeks to inform and guide families and not impose expectations. Each family is unique and because of this, should approach home learning in a way which suits their individual needs.

4. Remote learning for individual pupils

Assuming an absence has been agreed with the school, and the pupil in question is healthy enough to work from home, the school will provide work for pupils who are unable to attend in person. If this occurs for an individual pupil, the collation of work and communication with the parent/carer will be coordinated by the learner's teacher or member of the Senior Leadership Team.

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent/carer would be once per week. Work will be provided through Google classrooms, with links to the class lesson either directly from the class teacher or by referring to provision from Oak National. If the pupil is unable to access the internet, paper packs will be prepared for them. A minimum of 3 hours work per day will be set.

If a significant number of learners are absent from school, but the school remains open, the Head will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

5. Remote learning in the event of extended school closure

In the event of an extended school or bubble closure, the Trust will provide continuity of education in the following ways:

- a) Regular direct instruction from staff, with the ability of learners to ask questions online (via google classroom). This would include links to Oak National, or pre-recorded videos. No live lessons will be broadcast.
- b) The setting of work that pupils complete, with written responses (if relevant) completed electronically. Work will again be set for a minimum of 3 hours a day.
- c) Paper packs will be provided for those children who do not have internet access or devices.

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both learners and teachers to participate in remote learning. The Trust reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

6. Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils on pieces of work that they are required to submit. This will be done weekly as a minimum, though teachers will be online daily if the complete bubble closes. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Using the “Comments” function on online documents
- Sending a direct comment to learners with specific feedback/targets

7. Expectations of teachers

In order that we are providing a consistent approach, the Curriculum Deputy in each school is responsible for overseeing the nature and frequency of tasks set. All teachers should pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen, taking into account available resources for the pupil. Teachers are responsible for providing constructive feedback to their learners in a timely manner, and for contacting parents/carers if there is little engagement in order to ascertain any support needed.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes.

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive the line manager will be able to support and, if necessary, escalate to SLT.

If parents ask for additional work, the teachers can direct them to the school website where there are links of extra learning activities for the pupils.

If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Senior Leadership team.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, learners and parents. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 6pm. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Remote learning includes options for live streaming and live chats – this facility is open from 8am to 5pm each day. The live streaming/chat options are then switched off each night until the following morning, and switched off on Friday evenings to be resumed again on a Monday morning.

Communication must always occur via official school channels, and not through personal accounts or other websites.

8. Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all pupils when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the SENDCo. In addition, the SENDCo will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/learners and feed back to teachers using CPOMS if required. Specific classrooms within Google classroom are set up in order to provide tailored resources, including for wellbeing and mental health.