



WSFG Remote Learning Strategy from January 2021

INTENTIONS

- To ensure the best quality of teaching and learning within the context of a global pandemic whether on-site in school, remotely or a hybrid, “blended learning”.
 - To establish clear expectations for all teachers for remote learning.
 - To ensure all students may access learning and feedback whether on site or from home due to local, regional, or national lockdown, self-isolation, or illness.
 - To teach an ambitious and broad curriculum in all subjects as far as practicable – following the latest government guidance generally and for specific subjects, especially practical ones.
 - To ensure our strategy complies with government guidance, including that on wellbeing, quality learning and safety and operations.
 - To reflect on, review and update this strategy where experience or circumstances suggest it.
 - To capitalise on the need to offer remote and hybrid or blended learning to develop our collective appetite for and capacity with IT and new learning pedagogies.
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QUALITY LEARNING AND TEACHING

The characteristics of effective, deep learning enabled by the best teaching are the same whether teaching in school or remotely. Ofsted describes the best lessons as those in which students are:

- inspired, engaged, and motivated.
- challenged.
- making progress.
- keen to contribute to the lesson, asking relevant questions and debating the topic with enthusiasm.
- interacting productively with each other as well as the teacher.
- able to explain what they are doing and why.
- proud of their achievements during the lesson.

We need to ensure our on-site and remote lessons:

- are well planned with purposeful objectives and success criteria, and which build upon previous learning to promote progress.
- differentiated to enable all students to access the learning at an appropriate level.
- include regular opportunities for formative assessment to identify clear areas for further development which our students understand and can work on.
- continue to promote our GREEN values and skills, so that our students develop their self-regulation, metacognition, and resilience.
- are interactive and participative so that students maintain engagement, learn from each other, can collaborate, and share their thoughts, questions, and outcomes.



LEARNING and TEACHING REMOTELY: HOW DOES IT WORK IN PRACTICE?

- Teachers will continue to follow their timetables.
- Teachers will run lessons using Teams and any additional apps such as NearPod.
- The characteristics of quality teaching and learning will be planned and in evidence during the lesson, through work samples, student feedback and progress data.
- The teacher will communicate high expectations with clear instructions for learning and behaviour.
- The teacher may mute students where appropriate and unmute individuals when directing questions or responding to queries.
- The **minimum** expectation for each lesson is:
 - to take a register for each class. When teaching remotely whilst on site, this will be on Sims or Insights.
 - to use Teams to share the PowerPoint or other resources.
 - to pace the sequence of learning activities to maintain progress, engagement and deepen the learning.
 - to structure the learning activities so, for example, students may be asked to work in their exercise book for a fixed period of time, and then share their outcome – but the teacher will have remained online to assist with queries or speak individually to students the teacher is aware may need extra support getting started.
 - to use the Chat, Hands Up and Question features of a Teams Meeting so that students may ask and answer questions which are essential to their learning.
 - to plan AfL formative assessment into the learning sequence.
 - to use the rubric in assignments to share success criteria and enable self-assessment. The rubric should be aligned to the appropriate subject knowledge and skills maps.
- The **growth** expectation for each lesson is:
 - for all teachers to develop greater interactivity and participation by using apps such as NearPod, Quizlet etc.
 - for teachers to develop skills in differentiation when teaching remotely.

What if my child does not have online or digital access at home?

- All parents have been asked to contact the school where there are issues with access so that the school can arrange support. The school has been able to arrange provision of devices for students, or provide alternative arrangements, so that all students have access to online learning.
- Contact the school on info@wsfg.waltham.sch.uk if you are concerned about your child's online or digital access.

Remote Learning: The School Day (January 2021)

Registration	8:45-9:00 am
Period 1	9:00-9:55 am
Upload time (KS3 lessons)	9:55-10:05 am
Period 2	10:05-11:00 am
Break	11:00-11:30 am
Period 3	11:30-12:30 am
Lunch	12:30-1:30 pm
Period 4	1:30-2:25 pm
Upload time (KS3 lessons)	2:25-2:35 pm
Period 5	2:35-3:30 pm



HOW MUCH LIVE TEACHING AND INDEPENDENT LEARNING CAN I EXPECT?

Teachers are delivering the curriculum that has been planned for face-to-face learning, as far as possible. In order to have a sustainable delivery model and to ensure we continue to develop the skills that would be supported in face-to-face teaching and learning, we have reviewed **the balance between 'teacher-led' remote lessons and 'independent' work**. Each faculty has set out the shared expectations across their subject for each year group in terms of the balance between 'live learning' and 'independent learning' at Key Stage 3.

The current timetable for **Key Stage 4** lends itself to a more obvious balance between 'teacher-led' lessons and independent work. However, we have set out our expectations at Key Stage 3 in order to have a shared understanding with parents, staff, and students of the appropriate balance between 'teacher-led' lessons and 'independent' work.

For Key Stage 3 (Year 7-9) lessons focused on **guided independent work**, **the expectation is** that students will initially come together with the teacher for between 5 and 10 minutes at the start of the lesson where the work will be explained, and any questions answered. The teams meeting will then end, and students will be able to complete the work set independently (and mainly in their exercise book), using the Teams chat function to ask for support should they need it. The expectation is that completed work is uploaded onto 'assignments' at the end of an 'independent' lesson.

We have asked staff where possible to ensure that **the majority of work is planned to be completed in exercise books** to ensure that when working independently students are getting a break from screen time. For some subjects, such as Computing, on-line work is the most appropriate format and for subjects such as Maths that have a range of on-line platforms that we already utilise.

HOW WILL THE SCHOOL CHECK THAT MY CHILD IS ENGAGING IN LEARNING AND HOW WILL I BE INFORMED?

Attendance:

SPLs will send a daily standard email to all who have missed 3 or more sessions, including registration, in a day for KS3 and for those who have missed one or more session, including registration, for KS4. Potentially, students may be invited into school if the absence continues without good reason.

No Work Submitted:

This will be noted on SIMS / followed up with a phone call home by the subject teacher / HOF informed.

Poor Engagement:

This will be noted on SIMS / followed up with a phone call home by the subject teacher / HOF informed.

Disruptive Behaviour:

This will be noted on SIMS / followed up with a phone call home by the subject teacher / HOF informed. All above issues follow the WSFG Behaviour Code in terms of expectations of staff and apply to both KS3 and KS4.

Praise / Positive Communication:

SPLs send fortnightly congratulation emails based on the highest GREEN points in the Year Group. HOFs send a fortnightly standard congratulation email for subject/s based on nominations by subject teacher for effort / excellent behaviour / quality of work.



HOW DOES THE SCHOOL MEASURE THE IMPACT OF LEARNING?

The learning and teaching strategy from September 2020 will be evaluated by using student data, student voice, staff feedback via faculties and year teams, parent and carer feedback and other systems to enable us to monitor and reflect. Our school has a robust and well-established culture of self-evaluation from which to evaluate our evolving practice.

The impact will be measured against the key aims that:

- wellbeing is prioritised and recognised as a critical pre-condition for learning and teaching;
- students continue to make progress in line with their targets.
- self-regulation and learning to learn continue to be actively developed as key determinants of student motivation, engagement, and success.
- the use of technology has shifted from being a vehicle for delivery to an agent for collaboration, social-connectedness, and culture building.
- students are engaged and motivated in their learning across all subjects.
- a broad and balanced curriculum has been maintained as far as possible.

ASSESSMENT AND FEEDBACK

Assessment and feedback which identifies what a student is doing well and how they may improve is essential for deep learning and progress. Effective formative assessment encourages students, maintains their engagement, and promotes progress. The many AfL strategies teachers have developed in their practice evidence this.

FORMATIVE ASSESSMENT

All lessons should feature formative assessment strategies such as: quizzes, directed questioning, self-marking, think-pair-share, Socratic seminars, plenary reflections etc.

SUMMATIVE ASSESSMENT

Summative assessment offers teachers and students a clear picture of their understanding and application of their learning, often at the end of a unit, topic, or block of learning. Summative assessment is used in reporting to parents and carers, and we need to ensure we have clear, current, and accurate assessment data to enable this. Data Collections based on the assessment of independent work will continue through remote learning as will planned Parents' Evenings.

It is essential that all faculties and subjects have accurate records of student learning and progress from each half term. This may be a key piece of assessed work at the end of a learning episode such as a unit or topic of learning. This may be an end of unit test. To report accurately to parents and carers on their child's current progress and attainment in relation to targets we need to ensure all faculties have planned for and implemented regular summative assessment.

Year 11 Low Stakes Assessments

With the cancellation of GCSE examinations in summer 2021, **our intention is to support all our students in achieving the highest grades they are capable of.** We are building in regular short assessments each week in all relevant subjects (this will not be relevant in subjects that have substantial coursework already).

The assessments will be between 20 minutes and an hour long and teachers may give additional time to take into account the technical challenges of remote learning. The assessments will encompass all aspects of the course covered to date so that each student's 'portfolio' of work reflects both the breadth of the course content and the skills and understanding which students have developed. This also means that the



hard work in preparation for mock exams will not be wasted! These assessments should be viewed as “low stakes”, i.e. if a student does not do well in an assessment, it will not impact on their overall grade as long as further assessments can demonstrate consistent achievement.

Teachers will be looking to award achievement wherever possible, rather than arriving at an average grade across all of the assessments. We recognise that many Year 11 students ‘step up’ in the final months of year 11 **and want to reassure students that if assessments taken in the course up to this point do not represent what students are capable of, they will not impact on their final grade.** However, we do need students to have a broad evidence base and so it is important that they submit all assessments set in order to demonstrate that they are secure across the course content.



WHAT ARE THE SCHOOL PROTOCOLS FOR ONLINE LEARNING?

PROTOCOLS for STAFF

- Set up the lesson or “meeting” by communicating clearly the expectations in terms of learning and behaviour.
- Use the functions and settings of Teams to ensure optimum levels of control as presenter.
- Do not have one-to-one meetings or lessons.
- Use the blur or background feature to obscure your actual setting.
- Ensure you are dressed appropriately for teaching.
- Follow up on any poor behaviour or concerns with learning attitude/progress promptly.
- Use assignments and rubric to share success criteria.
- Use Forms, Quizlet, NearPod to ensure AfL activities during the learning.

PROTOCOLS for STUDENTS

Learning in Lessons on Teams Meetings

- Teams is only to be used for online learning.
- Students are permitted to browse, download, upload and forward material that is related to their learning and that is directed by their teacher.
- Students may not use Teams to initiate calls or meetings and they must end the lesson when the teacher instructs them.
- Students should be prepared for the lesson, just as we would expect in school. This means having the appropriate equipment and resources ready, such as books, pencil case, calculator.
- Students must not use their phone or any other device to take photos or record the screen in any way.
- Students are not permitted to record Teams meetings (lessons) but the teacher may do so to share. These lessons will not be made public beyond the class team.
- Students need to keep their camera off (if they have one) and the microphone muted unless their teacher instructs otherwise. The teacher may stop your video or may mute you should they need to.
- During online lessons, all students need to ensure:
 - They use a background to obscure their actual setting. This can be done using “blur background” or using one of the background scenes from the “show background” menu.
 - That their environment is quiet and conducive to learning so that it does not distract the student or others in the lesson.
 - They are suitably dressed for the lesson. This does not mean school uniform, but it does mean wearing daywear which would be appropriate for school on a non-uniform day.
 - They are paying full attention to the lesson, the teacher, and their learning.
 - They communicate to the teacher and the other students in a polite and respectful manner.

Assessing Learning from Teams Meetings

- Students need to submit their learning outcomes via assignments ensuring that their work has been uploaded.
- They need to ensure they have looked at the rubric, so they understand the assessment criteria.
- Teachers will offer formative feedback to help students improve, progress and be motivated in their learning. Students need to read this feedback carefully and ensure they try to implement it in future learning activities.

Behaviour in Lessons on Teams Meetings

- Students must not say or post anything that may cause offence or hurt others.
- Students must behave appropriately at all times, ensuring they do not disrupt their own learning or that of others.
- All members of the Team have the right to be treated with respect and should report any incidences in which this has not happened.
- Students must not use content which might distract, offend, or inconvenience others.

Safety in Lessons on Teams Meetings



- Students must not engage in a one-to-one meeting with a teacher or any other member of staff.
- Any eSafety concerns should be reported immediately to your teacher, tutor, or SPL.
- Students must not damage, destroy or prevent access to others' information.
- Students must not post material that may contain pornographic, obscene, indecent, hateful, or other offensive content.
- Students must not store or share inappropriate images of others.
- Office 365 Teams are monitored and may be shut down if considered to be inappropriate for educational purposes.

Communication using Teams and Office 365

- Communication on Teams should be as polite and respectful as all other communications within school.
- Emails to teachers need to be concise and polite at all times.
- Emails should start by addressing the teacher by name, using "Dear Ms/Mrs/Miss/Mr ..." and sign off using "Best wishes" or "Kind regards" or "Yours sincerely".
- Trivial, chain and spam emails should not be sent or forwarded.

HOW IS THE SCHOOL SUPPORTING SEND STUDENTS REMOTELY?

1:1 support for our EHC and key students is provided across the curriculum by a key LSA who is in daily contact via remote learning. An individual remote channel is established whereby the student is able to have 1:1 conversations with the key LSA for differentiation/repetition and to request clarification.

LSA 's are also in contact with families to pick up any curriculum concerns/difficulties in accessing remote learning and uploading tasks to Microsoft teams. At the end of the week, a summary of LSA contact and curriculum access/issues/concerns are logged with SENCOs by LSAs. Daily concerns are flagged, if needed. Our Speech and Language Therapy programme is also continuing remotely, implemented by our LSAs, in liaison with SALT.

WHAT ARE THE SCHOOL'S CONTINGENCY PLANS?

What if ...

School is open and a teacher is well but self-isolating?

If the teacher is well and self-isolating at home, they will teach the class remotely from home. A cover supervisor or teacher will be present with their students in the class.

School is open and a student is well but self-isolating at home?

Teachers will ensure the resources for each lesson are in the class materials on Teams. Students may access this remotely and follow the lesson independently. They need to contact their teacher using email if they are struggling with the lesson or need further challenge.

School is open but a class/year group are self-isolating?

Teachers will conduct the lesson from school via Teams at the usual lesson time, and students will be expected to attend.

School is closed and all students are learning remotely?

Teachers will teach using Teams as the basic minimum, and other applications. They will take a register using Insights and ensure the learning and teaching demonstrate the quality indicators above.

REFERENCES and RESOURCES

Government

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Education Reimagined: The Future of Learning published 2020 Microsoft

<https://edudownloads.azureedge.net/msdownloads/Microsoft-EducationReimagined-Paper.pdf>

Education Endowment Foundation



<https://educationendowmentfoundation.org.uk/news/introducing-eef-school-planning-guide-2020-21/>

Oak Academy Remote Learning Resources for use as a whole curriculum or to supplement
<https://www.thenational.academy/>