



Wingfield Academy

Remote / Blended Learning Policy

Reviewed By
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The Mission

- All students making at least good progress.
- No underperforming cohorts
- All teachers delivering at least good learning.
- All students safe, ready, respectful and dignified.
- All school staff and departments moving to, at least, the next level of successful performance.

Child centred, progress focussed allowing young people to grow and thrive.

Together Everyone Achieves More

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1. Rationale

The social restrictions of COVID – 19 has fundamentally changed the manner in which we can educate our young people, requiring us to move more fluidly between class-based learning and online education.

With the constraints of Covid-19 continuing to impact on students accessing education, it is important for the Academy to set a structure for developing this approach in order to provide the highest level of education, using the tools available to us. In doing so mitigate against the impact of self-isolation and school closure upon the educational achievements of our students.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from the Academy for the remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

2. Remote Learning

Remote learning will be delivered live via Google Classroom in the first instance for those students who can access on-line learning remotely, for those that do not have access to IT / Internet paper based packs will be provided. Google Classroom is a collaborative platform that allows for real-time communication and sharing of resources between teachers and their classes. Every student of the Academy has been set up on Google Classroom and have been registered into their classes to allow student to access same day remote learning. In the event of a whole school closure, remote live learning will commence on day one of isolation.

Both Key Stage 3 and 4 students will receive 5 hours a day of live lessons. Where live lessons are not able to be delivered recorded lessons / videos / step by step guides and learning activities will be loaded onto the classroom for your child to undertake independently. Teachers will 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 so that pupils can progress through the school's curriculum

Curriculum team leaders will ensure that work is provided on a weekly basis to all year groups following the Academy expectations.

The website has been designed to support students and parents with accessing remote learning. Lead staff have been assigned to support parents and students to ensure everyone can access the resources they require, with step by step guides / video clips and who to contact if further support is required.

Your child can access the remote learning package via a range of technologies including desk top computers, laptops, mobile devices, Xbox gaming devices. The Academy will aim to overcome barriers to digital access for students by:

- distributing school-owned laptops / DFE provided accompanied by a user agreement or contract
- providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.

We recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and the Academy will work with families to deliver an ambitious curriculum appropriate for their level of need.

It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible for a different package of support. This is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.

The Academy has a system for checking, daily, whether pupils are engaging with their work, and will work with families to rapidly identify effective solutions where engagement is a concern

The Academy will identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education. At Wingfield Academy, this is Miss Claire Wilkins, Deputy Headteacher.

3. Expectations

For the Academy:

- Identify students who do not have access to electronic devices or the Internet
- Provide where possible electronic devices / Internet to support students undertaking learning remotely
- Provide work packs for those students who cannot access or be provided with electronic devices
- Ensure every student can access Google Classrooms, providing bespoke, tailored training on the use of Google Classroom
- Provide CPD for staff on how to deliver live learning, upload learning resources and the expectations for the layout
- Liaise with the SENCO to ensure SEND students are able to access to remote learning
- Provide appropriate 'catch up' intervention for those students who fail to undertake an appropriate level of home learning
- Identify students who have not accessed remote learning, send a reminder MCAS message to parents and make telephone contact. If engagement does not improve invite students to attend the Academy on a daily basis

For Teachers:

- Deliver high quality live lessons that model the academy's TLE programme
- Create high quality learning activities to enhance the curriculum offer of the Academy
- Ensure that learning activities set mirror the curriculum delivery of the Academy
- Provide clear step by step instructions to allow every student to undertake remote learning regardless of age or ability
- Provide home learning on a weekly basis – entitled 'This week's home learning' – so that it is clear for students which learning to undertake.
- Provide work commensurate to curriculum time allocation e.g. 2hours of curriculum time = 2 hours of remote learning allocation
- Teacher will provide home learning in the form of:
 - Live lessons which can incorporate:
 - Quizzes
 - Comprehension
 - Literacy development – reading, comprehension, spelling
 - Consolidation / retrieval of previous learning

- New content – lesson resources and questions / independent learning activities
- Hegarty Maths
- Seneca learning
- Phonics practice (bespoke group)
- Use of programmes such as Oak Academy, BBC Bitesize
- Careers / wider curriculum enhancement such as virtual tours etc

For students:

- Students will log into Google Classroom every day, following their school timetable. This means that students should access the live classrooms of the lessons they have on the specified day.
- For those students who do not have access to electronic devices or the Internet, paper based learning packs will be provided. It is the expectation that students follow their timetable, completing the work provided in the packs.
- Students are expected to up-hold the same standards of work as if they were in the building.
- Students are to ensure full engagement with the tasks set, including the submission of any required work by the deadline allotted.

For parents:

- Parents are expected to support their child(ren) in the completion of their remote learning by providing access to an electronic device / internet at regular times.
- Parents are expected to ensure that their child has a quiet space to work (where possible)
- Parents are expected to use the Academy website to help support their child accessing and returning work via Google Classroom.
- If there are any concerns, parents are expected to contact the Academy to allow us to support them effectively
- Parents are expected to support the Academy in their child's attendance at 'Catch up'

4. Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place. The Academy will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers. Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.

5. Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, the school has put systems in place to keep in regular contact with them. When a vulnerable child is asked to self-isolate, school will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person. Schools will also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

6. Teacher self-isolation

Where a teacher is required to self-isolate, wherever possible the subject teacher (who is isolating) will deliver the lesson via a live stream and teach in much the same way as they would if they were present in the Academy. Where this is not possible, teachers will set work in line with the curriculum expectations. The member of staff supporting the lesson will undertake 'cover' to ensure that students do not fall behind.

7. Student self-isolation

Where a student is required to self-isolate because of them testing positive, students will access learning via a live stream within their Google Classroom, where this is not possible, work will be set via Google Classroom. If well enough, students will be expected to log into their live classrooms on a daily basis, follow their timetable and complete the learning set for that day / week.

Where students fail to undertake appropriate levels of work (if well enough) the Academy will provide a 'catch up' provision on their return to the Academy.

8. Quality assurance

Regular quality assurance will be undertaken on the quality of live learning, work being set and the quality of the work being returned by students. Lead professionals will assess the work set, hold discussions with curriculum team leaders and individual staff members to ensure remote provision is of a high quality and meets the needs of all learners. Where work falls below the expected level, there will be an expectation that this is improved following feedback from the team.

Lead professionals will report directly to the deputy Headteacher to share the quality and consistency of blended learning across the Academy

9. Tracking and monitoring completion

On a daily basis a report will identify those students who have not accessed live learning on a lesson by lesson basis. If students have failed to access remote learning the following will be processed:

- MCAS message sent to parents to remind them of the expectations around the completion of Google Classroom.
- Daily contact with parents to inform of missing session via a Pastoral leader

10. Returning work to the Academy

Students are expected to return completed work via the Google Classroom platform, unless they have undertaken remote learning using paper packs. If this is the case, students are expected to bring their completed learning back into the Academy upon their return.

11. Assessment and Feedback

The Academy will endeavour to provide feedback to students via regular communication through Google Classroom. Teachers will respond to student requests for support via email or where appropriate via a telephone conversation to support active engagement with remote learning.

Teachers will be expected to provide feedback to students in a timely manner via Google Classroom or through the marking of paper based learning / exercise books in line with the Academy marking policy. Teachers will provide feedback where appropriate.

- sessions, via google classroom and attention drawn to relevant section in the student handbook.
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement