Remote Learning Expectations - Students & Parents

Absence due to Covid-19

Winchcombe School is prepared to support students across various types of absence due to Covid-19. The method of providing education will vary dependent on the type of absence.

A. **Full School closure** e.g. national or local lockdown	B. **Year Group** e.g. Positive case in year group leading to self-isolation for remaining students	C. **Small Group / Individual** e.g. self-isolation or asymptomatic positive case
Work is set in line with school timetable to cover the curriculum aims Work is set at the appropriate level for each class by the class teacher Method of delivery is interactive set through class pages on Microsoft Teams (MS Teams)	Work is set in line with school timetable to cover the curriculum aims Work is set at the appropriate level for each class by the class teacher Method of delivery is interactive set through class pages on Microsoft Teams (MS Teams)	Work is set in line with school timetable to cover the curriculum aims a day in lieu e.g. after the lesson has been taught Work is set at the appropriate level by the class teacher Method of delivery is interactive set through class pages on Microsoft Teams (MS Teams) or via email for individuals

1. **Method of delivery**

Where absence is due to type A or B the education will move to MS Teams. Work will be set in line with the school timetable for students, with an ambition to cover each lesson (staff absence permitting).

Lessons will be scheduled for students and be delivered via the relevant class channel on MS Teams.

2. **Access to MS Teams**

All students have a MS Teams account and will receive induction lessons in the use of MS Teams.

Students can access their Office365 account with MS Teams via this link.

Password resets can be requested via itsupport@winchcombeschool.co.uk.

3. **Equipment**

Students need a **device (tablet or laptop)** that can access MS Teams and a connection to the internet. **It is important to be ready for the change to remote learning where possible.**

A suitable device does not require a camera but access to a microphone may be useful.

Example devices can be found here or here. Or a tablet with keyboard.

Access to the internet is also needed. If your home does not have home broadband, many mobile phones with data packages will allow for hotspot access or 4G/3G mobile internet dongles can be purchased (examples [here](#) and [here](#)).

Students may also find a **headset** useful whilst working to reduce background noise and distractions (examples [here](#) and [here](#)).

Students having their own equipment is preferable but where this would cause hardship on a family access to equipment can be organised by the school through both school and government schemes.

Priority is given to students in receipt of the Pupil Premium (Disadvantaged Students, in receipt of Free School Meals in the last 6 years), but all requests will be considered.

If you have completed any of our previous survey's you do not need to tell us again. If you have not made us aware, previously, please complete this [survey](#).

We can offer support via:

- School purchased laptops for those in hardship
- DfE allocated laptops and 4G internet access through government schemes (these do take time to arrive)
- Loaning of school mini-PC (in cases of full lockdown only)

4. **Lessons**

Staff will seek to provide interactive lessons and where possible be available to support learning during the lesson time.

A variety of delivery methods will be used by the teacher dependent on their plans:

- Recorded lessons (teacher narrated PowerPoint / Whiteboard or similar)
- Live lessons (live lesson via PowerPoint / Whiteboard or similar)
- Online learning materials (ActiveLearn, Oak National Academy or similar)

Teachers will be available during the lesson to offer support and guidance through chat and/or audio.

Submission of work will be directed by the teacher dependent on the lesson

Lessons will follow the usual curriculum plan for that subject/year to allow students to progress through the curriculum

Lessons will either be recorded or materials available on the class page after the lesson for reference or catch-up in the case of absence

Lesson time may be used for independent assessments to support teacher judgements on progress and attainment

Attendance and participation to lessons will be recorded by the teacher for monitoring by Heads of Phase and SLT

Where a staff member is absent we will endeavour to set non-interactive work, we will notify students and parents

Core PE/Games will not be delivered remotely. Students should use this time to take some exercise away from their screens

5. **Lesson Length and Scheduling**

Lessons will typically last 45 minutes to allow for sufficient breaks from screens

Where the need to deliver Remote Learning is due to **B. Whole Year Group e.g. Positive case in year group leading to self-isolation for remaining students** lessons will run according to the timings on the school timetable (between 8.50am and 3.10pm). This is to allow for staff to still 'live' teach the remaining year groups in school.

Where the need to deliver Remote Learning is due to **A. Full School closure e.g. national or local lockdown** lessons will run according to the adjusted timings. This is to allow for staff to have additional time for planning and contact.

Timetable:

8.50 - 9.35am	Period 1
9.45 - 10.30am	Period 2
10.30 - 10.50am	Break 1
10.50 - 11.35am	Period 3
11.45 - 12.30pm	Period 4
12.30 - 1.05pm	Lunchtime
1.05 – 1.50pm	Period 5

6. **Lesson Behaviour and Conduct Expectations and Safeguarding**

- Students are expected to have their camera (if present) OFF unless otherwise requested by the teacher
- Students are expected to have their microphone MUTED unless otherwise requested by the teacher
- Students should be in a common area (not their bedroom) in their home where they have a level of supervision from a parent
- Students should participate appropriately. Inappropriate behaviour will result in the student being removed from the lesson, their behaviour reported to SLT and this may lead to access being withdrawn
- Students must use appropriate language – this includes others in their household
- Students must use the necessary equipment and computer programs as intended
- Students must not record, store, or distribute audio material without permission
- Students should always remain aware that they can be heard
- Students should submit work within set deadlines, late work will be subject to delays in feedback
- Parents should try and ensure they have a stable connection to avoid disruption to lessons
- Parents should support their child in being ready and available to learn at the designated times understanding that staff availability is limited to the lesson time.
- Parents should endeavour to provide a quiet area for their child to work in a common area of the household.
- **Students and Parents should report any concerns tothe Head of Phase and SLT link for the Year group.**

For 2020-2021, the Heads of Phase and SLT 'Year Link' are:

Year	Head of Phase	SLT 'Year Link'
Year 7	Mrs Hastings	Mrs Teague
Year 8	Mrs Hastings	Mr Templeton
Year 9	Miss Beard	Mr Young
Year 10	Miss Beard	Mr Clarkson
Year 11	Mr Haynes	Mr Gohil

7. Absence & Work Completion

Attendance and completion will be recorded for each lesson by the teacher. Immediate concerns will be raised with Parents via email or telephone.

Heads of Phase, SLT Link and Tutors will monitor attendance and engagement. Where concerns are identified we will make contact with families where absence from remote learning is evident to offer support.

8. Students with SEND needs

Teachers will endeavour to ensure that lessons meet the needs of all leaners in a class

The SENDCO and SEND team will liaise with teachers to provide support and guidance where possible

We know that the move to Remote Learning will be especially challenging for those students with additional needs and their families. We would expect that some students will need some adjustments to the expectations set out in this guide and the policy

Parental concerns can be raised with the SENDCO and SEND team via sen@winchcombeschool.co.uk

9. Alternative Methods of Delivery

Where Remote Learning is not possible the school will look to provide workbooks or similar work to be completed from home

These materials may not follow the identical curriculum sequence as the Remote Learning provision but will support the curriculum aims

Parents should make the school aware of they are unable, or unwilling, to support Remote Learning. Materials will be organised and, when notified, parents can collect them from the school.