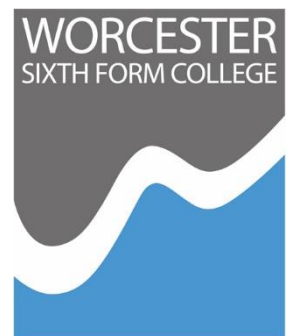


WORCESTER SIXTH FORM COLLEGE

POLICY ON REMOTE LEARNING

April 2022



Purpose & Aims

- 1.1 Our aim is to ensure the ongoing education of Worcester Sixth Form College students in the event of any period of remote learning brought about by closure or in providing ongoing education of students who cannot be in college as a consequence of COVID, but are able to continue with their education when the college remains fully open.
- 1.2 During a period of remote learning our aim is that students will continue to follow the curriculum sequence that they would have studied in College in line with the DfE guidance on remote learning expectations. Teachers will set work for key lessons ensuring that students maintain learning across a broad spectrum of subjects.
- 1.3 We aim to allow for some flexibility in our approach to remote learning, taking into account the nature of the subject, the resources available and the skills of staff. We will set realistic expectations for all members of the College community.
- 1.4 We will develop the skills of staff to provide remote learning and will provide appropriate training and guidelines to promote online safety
- 1.5 The Government published updated guidance for providing remote education on 30 March 2022. This document provides non-statutory guidance to schools and Colleges on maintaining their capabilities to deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all students to attend face-to-face education. The priority should always be for schools and colleges to deliver high quality face-to-face education to all students. Remote education should only ever be considered as a short term measure and as a last resort where in person attendance is not possible.

Roles and Responsibilities in the event of switching to remote learning for a whole group of students.

2.1 Teachers

There is an expectation that teachers will be following their normal timetable.

Teachers must ensure that there is at least one live sessions from each class teacher of a course per week. This could take the form of:

- explanation of key content, before independent study tasks are set
- feedback from assessed work or other tasks
- smaller seminar type sessions

The College recognises that a mixture of strategies is effective when learning remotely, therefore, class teachers may deliver their courses through a variety of on and offline resources that can be accessed through Moodle and student email as well as delivering some live lesson content through our chosen platform of Microsoft Teams. Teachers must email their classes to ensure that students are aware of arrangements and copy parents in. Where live lessons are to be held, these should be created through the calendar on Teams so that a reminder is sent to the student in advance of the session

A register must be taken in live sessions. Staff should monitor and check who is present (this process will be kept under review but in the first instance it is a priority to check levels of engagement and from teaching and learning and safeguarding point of view).

Teachers must:

- Follow up non-engagement in students' learning with the student and their parent or carer, wherever possible, and record mindset concerns to indicate what action has been taken as appropriate.
- Refer on-going non-engagement issues to their HOD

- Refer on to tutor where they have not been able to contact the student (and record this in a mindset memo)
- Raise concerns with the student's tutor or Head of Year about mental health or safeguarding issues or concerns that student is not engaging in learning due to a lack of equipment or other disadvantage.
- Challenge behavioural issues as they would in the classroom. Please refer to a relevant Head of Department where issues require escalation, or directly to a Head of Year where possible gross misconduct applies (appendix 3)
- Set appropriate work equating to the usual number of lessons and the usual length of the lesson. The principles of the Worcester Working Week should be followed, and staff must continue to set independent study tasks alongside normal class content. They should also be mindful of the nature of the tasks that it is reasonable to set remotely.
- Clearly identify the intended outcome of any set work.
- Continue to monitor the completion of work set and offer weekly feedback which helps students to make the required progress. Ensure that students are aware of how this feedback will be given.

2.4 Tutors and Heads of Year

Tutors must:

- Follow up on non-attendance in online sessions;
- Monitor mindset concerns raised by teachers and monitor overall progress.
- Follow up on referrals about mental health or safeguarding issues or concerns that student is not engaging in learning due to a lack of equipment or other disadvantage and refer to their HOY or Safeguarding DSL as appropriate.
- Follow up on referrals where a teacher has been unable to contact home
- Follow up on behavioural issues referred on from Heads of Department.

2.2 Heads of Department and Subject Leaders:

Heads of Department and/or Subject leaders must:

- Be added to each Team in their department so they can oversee the quality of work being set.
- Regularly review their department classrooms to ensure staff are consistent in their approaches and pick up on any potential concerns in a timely manner
- Provide support to colleagues in their department to ensure that work is provided as required.
- Continue to liaise with their SLT line manager.
- Raise any concerns relating to student engagement, attendance or conduct with the tutor or Head of Year.
- Pass on concerns about mental health or safeguarding issues or concerns that student is not engaging in learning due to a lack of equipment or other disadvantage to the student's tutor or Head of Year.
- Deal with referrals from teachers in their department about non-engagement and update mindset concern with details of action taken.
- Deal with referrals from teachers in their department about behaviour and update with HODs memo.

2.3 Students

Students must follow the rules set out in the College's Acceptable Use Policy and are expected to attend all timetabled remote lessons. The expectations regarding engagement remain the same as face to face to delivery.

Students should:

- Install the most up-to-date Teams app on your home PC and mobile devices ensuring they have working speakers or headphones and a microphone so they can verbally interact in live lessons and webcam/mobile camera, if required
- Find a quiet space away from distractions that also has good internet, Wi-Fi or mobile data access
- Check College email/Moodle and Teams Calendar for notifications of live lesson meetings and work set
- Login promptly and join the Teams meeting at the start of each lesson
- Comply with the College Student Code of Conduct as if they were in College
- Be respectful of others in the language they use, both verbally and in chat
- Let their tutor know if they are encountering difficulties accessing or engaging with on-line learning so that appropriate strategies can be agreed

Further guidance regarding remote learning is available on our website
<https://www.wsfc.ac.uk/support-for-remote-learning/>

2.5 Parents and Carers

Parents/carers should do all they can to encourage and support their son or daughter with their remote learning including finding an appropriate place to work, checking that set work is completed and, as far as possible, ensuring that all online lessons are attended.

Parents/carers should:

- Remind their son/daughter of the principles of the Worcester Working Week;
- Contact us if there are issues in accessing remote learning;
- Make a plan together with their son/daughter about the work they need to complete and prioritise what they need to focus on;
- Encourage their son/daughter to fully engage with remote learning and make the most of any opportunities provided.

Further guidance regarding remote learning is available on our website
<https://www.wsfc.ac.uk/support-for-remote-learning/>

2.6 Learning Support

Teachers should consider adaptations that can be adopted for remote learning for students with additional learning needs. Learning Support will advise on this and Learning Support Assistants can be added to the Team for the classes of any students that they ordinarily support in lessons. Learning Support Assistants will review the tasks set for the students they support and make adaptations as required.

2.7 Senior Leaders

Senior Leaders will take responsibility for setting the College's approach to remote learning and co-ordinate the approach across the College. Senior leaders will monitor and support HoDs and Subject Leaders in ensuring consistent and effective provision of remote learning and invite feedback from students and parents.

Senior Leaders will monitor the security of remote learning systems, including GDPR and safeguarding considerations.

2.8 Designated safeguarding lead

The DSL is responsible for ensuring that arrangements are in place to safeguard students when learning remotely.

The College will continue to provide a safe environment, including online. Staff should avoid using their own phones to engage in Teams and other platforms for teaching. Staff should also ensure that they use plain backgrounds and ensure professional dress and conduct is maintained should they have to work from home. Staff should remember protocols for remote learning and ensure that any safeguarding concerns heard or seen are reported.

2.9 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set work
- Supporting staff, students and parents with any technical issues
- Reviewing the security of the remote learning systems and flagging any data protection breaches to the data protection lead.

Review

The policy will be reviewed annually and any changes approved by the Senior Leadership Team.

Jane Jenkins

Vice Principal (Curriculum)

April 2022

Appendix 1: A guide for parents and guardians

WISFC

Remote Learning

A guide for parents and guardians

Teaching and Learning - If your son or daughter is asked to self-isolate or the College is asked to enter a period of remote learning our students will continue to follow the curriculum sequence that they would have studied in College. Class teachers will 'teach' their students via our chosen online platform of Microsoft Teams or provide resources that can be accessed through Moodle and student email. Our teachers will make use of high quality on-line and off-line resources as they continue to deliver our curriculum expectations.

What can you do? - Please ensure that your son or daughter has access to a quiet space that is free from distraction. Remind them that they can access remote lessons through the calendar in Teams. The microphone and camera should be switched off to allow a better connection. It is important to check emails regularly so that students can remain in contact with staff and tutors to allow us to work in partnership to achieve the best outcomes.

Support - We value the support that you can offer to your son or daughter. Statistics show that parents really can make the difference. A useful video is available to familiarise yourself with Microsoft Teams to help support remote learning at: <https://support.microsoft.com/en-us/office/distance-learning-with-microsoft-365-guidance-for-parents-and-guardians-89d514f9-bf5e-4374-a731-a75d38ddd588>

Our Digital Learning Coordinator has also produced several videos to support remote learning which are available on our website.

Keep updated - Assessment is crucial in allowing teachers to give the feedback needed to ensure progress. Teachers will be setting regular tests and assignments to monitor progress. Make use of the parental portal to allow you an overview of progress and attendance. Subject teachers and tutors are always happy to respond to any queries, so please do keep in touch.

4 things to do with your son or daughter



1. Remind your son or daughter of the principles of the Worcester Working Week:

www.wsfc.ac.uk/worcester-working-week

We expect students to follow their normal timetable as closely as possible which includes independent study and any workshop sessions that students would access in college. Revisiting work helps achieve successful outcomes. Information regarding various revision strategies is available on our website along with a helpful video.

2. We recognise that this a challenging time and would like to reassure our students that we are here to help. Please do get in touch if there are issues in accessing remote learning. Many lessons and learning materials have been recorded and are accessible via Teams.

3. Make a plan together about the College work they need to complete and work with them to prioritise what they need to focus on. Encourage your son or daughter to make a list of any gaps in their learning. Staff at College will then be happy to put plans in place to bridge these gaps. Understand how your son or daughter is maintaining contact with College and submitting any work to be checked online.

4. Encourage your son or daughter to make the most of their learning. Suggest they listen to podcasts which interest them, make them feel good and inspire them. Please take time to listen to what our students say about remote learning and keeping safe during the Covid-19 pandemic:

<https://youtu.be/STpEPHjsjDQ>

*Working in Partnership with
Parents to Achieve Success.*

 **WORCESTER**
SIXTH FORM COLLEGE

Remote Learning

A guide for students

Teaching and Learning - If you are asked to self-isolate or the College is asked to enter a period of remote learning, you will continue to follow the curriculum sequence that you would have studied in College. Live lessons will be delivered by teachers using Microsoft Teams. If you have been asked to isolate at home, your lessons may be screened live and/or digital resources provided (on Teams or Moodle) for you to continue learning.

Preparation for remote learning - Ensure you have:

- The most up-to-date Teams app installed on your home PC and mobile devices
- Working speakers or headphones
- A microphone so you can verbally interact in live lessons and webcam/mobile camera, if required
- A quiet space away from distractions that also has good internet, wifi or mobile data access
- Check your College email and Teams Calendar for notifications of live lesson meetings

Expectations for Live Lesson

- Follow your normal timetable and you are expected to attend every lesson (teachers will be monitoring online attendance)
- Login promptly and join the Teams meeting at the start of each lesson
- Ensure your camera and microphone are turned off when joining a Teams meeting
- If you are expected to be on camera at any point, you should dress appropriately and blur your background or ensure it is neutral
- Comply with the College Student Code of Conduct as if you were in College
- Be respectful of others in the language you use, both verbally and in chat

Issues with accessing remote learning - You must inform your teacher(s) as soon as possible if you are unable to find an online live lesson link or the digital resources you are expected to complete. If you have not heard from your teacher prior to an expected lesson, you must contact them.

Help and Support for Remote Learning



Microsoft 365 and Teams Resources - There are videos and resources available on the College website on how to access and use Teams on your PC and mobile device. There are also videos on how to use OneDrive and the www.office.com homepage. You can access the videos and resources here: www.wsfc.ac.uk/support-for-remote-learning/

Ensure you save your work in OneDrive so you can easily access and edit it anytime, anywhere on any internet-enabled device.

If you need to share handwritten work with your teacher(s) you can use the camera inside the OneDrive mobile app to scan the page(s). The following links show you how to do this on Android www.bit.ly/2JjRRQn and iOS www.bit.ly/3fER6nS devices. The pdf scans will be saved in OneDrive and you can then share them via email or Teams Chat.

Tips for remote learning - working remotely can be challenging. Here are some tips to help:

Establish a good routine for each day - Treat each day as if you were at College. Get up and ready for your lessons in good time.

Switching off - When not taking part in live lessons or working on offline resources, have time away from screens and take a break.

Working in groups - You can still work with peers by participating in group chat during live lesson meetings. You can also use the Teams chat to collaborate with others and even work on the same document if it is a group activity. To do this share your Word or PowerPoint document, enter the names of those you want to collaborate with and ensure you select allow editing. This link shows you how to do it: www.bit.ly/3q1bVyN

Behaviour management

Level	Classroom (virtual) Sanctions
1	Verbal warning
2	Kept behind at the end of the lesson/session for a minute
3	Student should see/speak to you briefly at the end of lesson/session – 5 minutes
4	Imposition/disruption Additional work set for them to complete at home for next lessons/session. Contact home if possible Recorded on Mindset memo
5	Removing them from the learning environment. Removal for a period/all of the lesson/session. They should speak to you before readmittance to the learning environment
6	Meet between the student and the class teacher and Head of Department. Outcome might be a one week behaviour report which is reviewed Parents contacted by letter (and by phone if possible) Recorded on a Head of Department Memo
7	Meeting with parents and appropriate members of staff, this might be a HoD and a class teacher, and/or may include a member of the pastoral team. especially if the issue is across-College. Agreement signed Record on Head of Department Memo
8	Referral to Head of Year. Sanction will be appropriate to the circumstance but may take the form of a final contract or a written warning (see Student Code of Conduct Policy)
9	Disciplinary meeting. Sanction may be a final written warning or exclusion
10*	Red Card Referral to a Head of Year, Head of Department or member of SMT where the behaviour may be considered serious misconduct or gross-misconduct. This may be used at any point and in such circumstances the Student Code of Conduct Policy should be followed.