



Woodfarm High School

Remote Learning Policy

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1. Wellbeing

Our priority is to safeguard the wellbeing of our community including young people, their families and our staff in the event of a school closure. Feedback from stakeholders throughout this pandemic has highlighted relationships, personal connections, and individual communication as being key considerations in ensuring the welfare and interests of our community are upheld in the event of a school closure.

Our Hub will continue to operate during remote and blended learning. All health and safety protocols will be followed when planning and operating the Hub. The following young people should be considered when planning contingencies:

- Learners with additional support needs;
- Learners with English as an additional language;
- Learners living in poverty;
- Children of key workers;
- Young carers;
- Vulnerable young people;
- Care experienced young people.

Staff will monitor engagement of all learners online and communicate any concerns to the Pupil Support Team and SMT. The Pupil Support Team will contact learners and families to support wellbeing.

PTs Development (remit specific) will continue to:

- engage with learners and capture learner voice to adapt our approaches and ensure wellbeing remains a priority;
- engage with parents to capture feedback to adapt our approaches and ensure wellbeing remains a priority.

PTs and SMT will also ensure staff are supported and they remain connected at all times.

2. Communication

Continuous communication with all stakeholders will be a priority:

- Use of platforms including Groupcall, Twitter, Satchel One and our school website for parents/carers;
- Head Teacher updates for staff, learners and parents;
- Communication and support from Pupil Support team to families;
- Extended communication to families from SMT;
- Individual feedback to learners from class teachers;
- Regular communication within faculties via Teams/Google Meet etc;
- Regular Communications across faculties via our Google Classroom and Digital Updates.

3. Learning, Teaching and Assessment

In the event of a school closure it is important to remember that **effective approaches to learning, teaching and assessment and what constitutes a high-quality learning experience remains unchanged.**

Whether we implement a blended model or a remote learning provision, it is imperative for practitioners to use their professional judgement in determining the support they provide and to monitor its impact on learners' progress.

In the case of lockdown measures or blended learning at home, digital and online approaches will be used to support continuity of learning. Google Classrooms (GC) will be our main platform for the distribution of learning to all learners. Parents are unable to access GC, therefore Satchel One should continue to be used to provide an overview for parents. SMT and the Pupil Support Team will ensure all families have access to a device and Wi-Fi to remove barriers to learning.

Remote learning approaches:

Young people, where possible, should follow their normal timetable at home. There will be no PSHE lessons. Learners will be undertaking new learning at home.

Content and delivery of online lessons will vary:

- **Asynchronous learning:** Learning activities are undertaken without direct teacher supervision. Activities may be paper based or online and learners can communicate with their teacher during the lesson. For example, a teacher may set a project and use a discussion board for pupils to check in and ask any questions. Learning should be interactive and should focus on project work/flipped classroom tasks to ensure creativity and applications of skills rather than just studying content.
- **Recorded lessons:** accessible through our WFHS videos, looms, [Education Scotland](#), ERC Video Vault, Digihub, E-Sgoil, West OS, etc. Staff should communicate a set 'drop in' time for questions or feedback. Recorded lessons give learners the opportunity to access pre-recorded content at any time of the day. This is particularly important if people are unwell, sharing devices or have other considerable distractions in their household.
- **Synchronous learning:** Pupils learn from their teacher through live lessons (Google Meet).

Blended learning approaches:

Young people should follow their blended learning timetable at home.

Content and delivery of online lessons will vary:

- Tasks can be set in advance and chunked for learners to access at different points.
- **Flipped learning:** This is a pedagogical approach where pupils are introduced to learning content in advance of class time. Time in class is then used to deepen understanding through discussion with teachers and peers. Teachers may also facilitate problem solving or other related activities.
- Asynchronous learning and recorded lessons as above.

- A range of activities that can be carried out without a digital device should be provided including research tasks and practical activities with an emphasis on active learning and children working independently. Outdoor and other learning spaces should be considered when planning for activities.
- Direct face-to-face teaching time must be maximised to ensure that learners benefit fully from it and that learners are encouraged to reflect on their own learning through ongoing dialogue and high quality feedback which will take various forms.

4. Roles and Responsibilities

Guidance for Teachers Working from Home

This guidance aims to set out clear expectations for teaching staff if they are required to work from home for any period of time.

The overarching principle is to continue to deliver the best possible service to our young people and maintain continuity of education.

Role of the Teacher:

- Check in regularly with your Principal Teacher and share planned learning;
- Be responsive to phone, email or Teams/Google Meet contact throughout the working day;
- Continue to prepare, devise and share lessons and learning programmes for your classes. These should be in a digital format and accessible online;
- Set learning tasks which move learning forward rather than focusing on revision tasks or tasks which are so generic in nature that they will add little to programmes of study;
- Be responsive to learner questions and needs;
- Ensure an element of differentiation and personalisation is in place for learners;
- Gather in work from young people through digital platforms so that you can assess this work and provide timely feedback;
- Review the learning undertaken daily by young people in your classes and adapt the future learning as appropriate;
- Plan assessments;
- Continue to complete Tracking and Monitoring to provide feedback to learners and families;
- Continue to participate in CLPL activities either remotely or through independent activity;
- Undertake any other tasks as directed by your PT.

Role of the PSA:

- Support learners in the Hub or online via Google Classrooms;
- Ensure an element of differentiation and personalisation is in place for learners;
- Share concerns with Pupil Support Team and SMT regarding engagement and wellbeing;
- Share good practice with staff and parents;
- Undertake any other tasks as directed by your PT.

Role of the PT Curriculum:

In addition to the Teachers' Duties above, Principal Teachers Curriculum should:

- Check in regularly with their teams through a suitable digital platform;
- Be responsive to phone or email contact throughout the working day from departmental and other colleagues and continue to support and lead the department as far as is practicable;
- Continue to undertake the management duties associated with your role;
- Monitor learning and teaching plans for the team;
- Monitor feedback given to learners by the team;
- Plan assessments;
- Track and monitor learner progress and engagement;
- Undertake all duties relating to SQA;
- Facilitate CLPL training where necessary;
- Improvement planning tasks;
- Staff welfare and support;
- Communicate with learners and their families in consultation with PT Support and DHT (Year Head).

Role of the PT Pupil Support:

In addition to the Teachers' Duties above, Principal Teachers Pupil Support should:

- Check in regularly with their SMT lead and wider Pastoral Support team;
- Continue to support young people and their families remotely through phone and digital platforms;
- Be responsive to queries and communications from staff, partners and families;
- Monitor engagement and communicate with families;
- Liaise with Year Head and Pupil Support colleagues to ensure Pastoral notes are kept up to date;
- Facilitate CLPL training where necessary;
- Undertake strategic tasks as applicable to remit including:
 - Tracking & monitoring and the analysis of attainment
 - Improvement planning tasks
 - Liaison with partners and any associated actions.

Role of the PT Development:

In addition to the Teachers' Duties above, Principal Teachers Development should:

- Check in regularly with their SMT link;
- Undertake strategic tasks as applicable to remit including:
 - Tracking & monitoring and the analysis of achievement
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 - Parental engagement and reporting of learner progress
 - Facilitate CLPL training where necessary;
 - Planning future learner pathways and/or destinations
 - Support colleagues, learners and families with remote learning
 - Improvement planning tasks
 - Liaison with partners and any associated actions.

Role of the SMT:

In addition to the Teachers' Duties above, SMT should:

- Check in with SMT throughout the day as required;
- Be responsive to queries and communications from staff, partners and families;
- Support staff from link departments and wider school as required by remit;
- Provide year group support via digital means;
- Communicate with young people and families as required;
- Continue to undertake strategic and improvement.