



Intent What is Woodlane aiming to achieve through its Remote Learning curriculum?

When a pupil is required to remain off school for 3 or more days, but is well enough to learn, the school puts in place Remote Learning, (also called Live Learning). This is coordinated by the Computing and Remote-Learning Subject Leader. The school has access to technology, (e.g. a laptop) that can be provided to any pupil who does not have appropriate facilities to work from remote in the event of a period of absence.

Implementation How is the Remote Learning curriculum delivered?

Remote Learning is the vehicle by which the school is able to deliver outstanding teaching and learning while a pupil is working from home or another suitable place, e.g. a hospital school. The curriculum that underpins both face to face teaching and Remote Learning is identical, with the intention to allow pupils to follow as closely to the usual curriculum as circumstances will allow. Whilst there are some natural challenges with Remote Learning, we aim to reduce barriers to ensure pupils continue to make outstanding progress if absent from school, but well enough to learn.

Delivery of Remote Learning takes 2 separate forms:

- Short term Remote Learning (1 or 2 days) – e.g. a pupil's transport is cancelled at short notice.
- Longer term Remote Learning (3 days +) – e.g. a pupil has an operation requiring them to remain off school for a period of time.

Short term Remote Learning, (either a group or an individual):

- Pupils are expected to access work through Google Classroom, where they will find any relevant homework.
- Pupils (or their parents where appropriate) will be sent a link to join their class lessons if this is appropriate.
- Where this absence is planned, teachers will add classwork to Google Classroom prior to the lesson.
- Where this absence is not planned, teachers will add any classwork to the pupil's book for the lessons they are absent for. This will be identified with the word 'absent' at the top.
- Pupils will be given opportunities to catch up on missed work at a later date, or via remotework club.

Longer term Remote Learning, (either a group or an individual):

- As soon as it is known that a pupil or group will be absent from school, (but they are well enough to learn remotely) the Computing Subject Leader will check the timetable of all pupils' involved and establish which lessons are possible for the pupils to access remotely.
- Exceptions may apply to some lessons, e.g. Science practical tasks where a 'do at-home' alternative is not safe. Staff will ensure there is alternative work for the pupil to complete in these cases.
- Where a whole class group are absent, every lesson will be adapted to be suitable for Remote Learning.
- The Computing Subject Leader will set up a Live Lesson link through Microsoft Teams and a timetable will be shared for any lessons that the pupils' will be joining for the known days of absence.
- Staff will be informed of each pupil's timetable and will ensure they have prepared for the pupil to join their lesson through Teams.
- The Teams link, and any available pre-lesson content will be sent to the pupil through either their school email address, or their parent/carer – whichever is appropriate.
- The pupil will join their lessons. The teacher and any available teaching assistants will incorporate the pupil in as much of the lesson content as possible, ensuring that they experience a broad and balanced curriculum even if absent.
- At the end of their absence, any work they completed at home on paper or digitally should be added to their class books as evidence of their continued engagement.

Impact What difference is the Remote Learning curriculum making on pupils?

- During periods of school closure or individual/group self-isolation due to Covid-19, the school used remote learning to maintain at least a good level of progress overall. The very large majority of pupils met expected progress and a minority exceeded. This was only slightly down on progress seen through face to face teaching pre-pandemic.
- Outcomes for pupils in Year 11, (included those who were impacted by absence during the Covid-19 pandemic) remained extremely strong. The very large majority of pupils meet expectations.
- Pupils report consistent enjoyment and attend Live Learning sessions with regularity while absent.
- Working remotely, the school is still able to ensure that pupils are well-prepared for the next stage of their education and the large majority will transition to mainstream colleges successfully.