URSULINE HIGH SCHOOL
Wimbledon

UHSW Remote Education Provision

November 2026

"Do something, get moving. Be confident, risk new things, stick with it and then be ready for big surprises!" **St Angela**

Our Mission

Inspired by the life and work of Saint Angela Merici, our Ursuline school commits itself to education for tomorrow's world within the dynamic tradition of Catholic belief and practice.

As a Christian community, characterised by a spirit of respect, trust and joy, we promote excellence in every aspect of life, thereby fully developing each individual.

By the time they leave the Ursuline, our students live out the values of St Angela by:

Being willing in the spirit of Serviam to develop their gifts and talents for the good of others and those most in need.

Being able to recognise the uniqueness of individuals by showing respect and love for all while building a community based on the common good.

Being kind, compassionate, strong and confident women of faith with high aspirations for themselves and others.

Being able to adapt to the sign of the times whilst understanding what really matters in life.

Being able to understand their role in the stewardship of the environment.

Purpose of Document

Ursuline High School is committed to the continued provision of a varied and engaging education in the event of full or partial school closure. This policy summarises how this provision will take place, so that there are consistent and well-understood expectations of the level of support that will be provided for all concerned. The intended outcome is to support all pupils, maximise pupil learning and continue to follow the curriculum, whilst allowing opportunities for additional unplanned learning that radical changes to lifestyle and ways of working may present.

Using ICT to Transform Learning

We utilise the most up to date technology to engage learners and equip them for the world of further education and employment. Our Digital Learning strategy is based on extensive research and aims to combine all aspects of ICT with the curriculum to ensure that all of our students are proficient in its application. By teaching the five key skills of ICT through the seven key applications of ICT, we are empowering our students to be future ready. The five skills are:

1. Information and data literacy
2. Communication and collaboration
3. Digital content and creation
4. Safety and well-being
5. Problem-solving

And the key activities to develop those skills are:

1. Information gathering
2. Using information creatively
3. Evaluation of information
4. Non-linear thinking
5. Solve problems using IT in creative ways
6. Safety and well-being
7. Collaboration.

We use our Virtual Learning Environment, powered by Microsoft Teams in conjunction with our unique laptop / iPad provision to ensure that every student has access to the curriculum at all times.

The guidance below is for whole school closure and not individual students who cannot attend school through illness. Our pastoral support systems will ensure students are given equitable access to the curriculum.

Remote Teaching

The quality of teaching and learning is at the heart of our policy and should always take precedence over the method or delivery platform.

Our remote teaching provision is built around 3 core pillars:

i. Quality first teaching based on Checking and Challenge.
ii. Identifying the needs of our students, through knowing them, and providing the targeted support they need to succeed.
iii. MS Teams, Assignments and Class NoteBook

In the event of school closure, students will continue to follow their regular timetable, with some amendments made to support their wellbeing (as well as our staff) as the need arises. For example, periods 1, 3 and 5 will finish ten minutes earlier to give staff and students a screen break.

This will utilise MS Teams, with each student joining a Meeting through their subjects' Team Channel.

Staff will be supported with CPD that empowers them to use the MS Teams platform remotely.

- *In planning their lessons, staff and curriculum leaders are expected to consider the following points*
- Feedback. How is this being delivered to students so that they can make progress? What resources are they using to support this?
- How does each department engage with their students? Is their online pedagogy different?
- Are the resources used by the department appropriate and enable students to not only access, but to engage with positively?
- Are HODs, staff and students clear on what students need to learn over the remote learning period and how they will get there? Has the work been planned and sequenced accordingly?
- What is the balance between consolidation and new content? Is it the right balance?
- How are teachers actively involving students?

Inclusive Learning

We have ensured that every student has access to IT at home. The needs of some students with EHCPs and SEND will be supported. Ursuline High School will make use of the LSAs and SEND department to support each student and we will endeavour to ensure that all students have access to a tablet and that IT support is continued through ID3.

Wellbeing

The pastoral system at Ursuline High School will continue to provide support for the wellbeing of all students during any remote learning period. This will be done through the Assistant Headteacher Inclusion / Designated Safeguarding Lead via Heads of Year and Tutors. Parents will also be supported in managing their daughter's wellbeing.

Pastoral Care of Pupils

Learning from home can be challenging for a variety of reasons, especially when coupled with social or lifestyle limitations, and possible illness in the family. We appreciate the huge role that parents will be playing and encourage families to structure the day to give balance, variety and a sense of purpose. Parents can play a key role in helping pupils adhere to a routine, and the amount of support will vary depending on the age and personality of the child. Time should be made for regular breaks, exercise, pursuing other interests (safely within the current social distancing guidelines) and connecting virtually with friends and relatives.

Ursuline High school will also continue to provide a strong sense of pastoral support during the period of closure. Guidance will be offered to parents on supporting their children with remote learning. The school's pastoral support system will also provide a sense of mental and emotional wellness, in addition to ensuring our most vulnerable students will continue to receive focused pastoral support.

Monitoring, review & evaluation

Ursuline High School is committed to ensuring that Remote Teaching and Learning is evaluated and monitored to ensure that it is of the highest quality.

Monitoring can be carried out through the follow means:

- Physical learning walks from Middle and Senior Leaders.
- Virtual Learning walks using URL for each team. Conducted by Middle and Senior Leaders.
- Book scrutiny – the first of the academic year is the equivalent of checking all books have tracking sheets, pedagogy and big picture on covers etc. The next 2 will be a more formal book scrutiny with a proforma for feedback.
- To monitor books, the subject teacher can click on the "Manage Notebook" icon and share the link for the class.
- Assignments – feedback given through assignments should be added to the Grade Tracking sheet. This can be checked by middle leaders during book scrutiny. The teacher can also send all the marking and feedback from the work by clicking on "Export to Excel" icon.

The following assessment measures are also used regularly by SLT, HOF, HOD and Key stage coordinators:

- Students surveys.
- Staff surveys.
- CPD evaluations from staff.

- Departmental, Heads of Faculty, SLT meetings.
- Weekly Quality of Education meeting involving senior leaders.
- Weekly IT meeting with Headteacher, ID3 and Digital Learning coordinator.
- T&L feedback proforma from Heads of Department.

Guidelines for staff when using remote learning through MS Teams at home.

Before a member of staff can use microphones or the video function in their teaching, they need to read this document and then email Assistant Head Teacher Teaching and Learning / Digital Learning (Owen Nichols) to confirm that they have read and understood this document.

Please note that staff can use Microphones only and not the Camera option if they prefer.

General Guidelines

i. The Video Function is to be blurred or other background used. This can only be done on the App, not when accessing Teams through the VLE link on the website. Click on the 3 dots during a meeting.

ii. Staff are to be dressed appropriately as they would when teaching in the classroom. This includes having your lanyard on.

iii. Staff are to conduct themselves in the same professional manner expected when in the classroom.

iv. The mic and video function is to be switched off when not needed. Staff are to have clear planning on when to use it and justify that decision. The video and mic are to be used for specific tasks.

v. To be conducted in a quiet area in your home. Only the teacher is to be heard, so take background noise and household members into consideration.

vi. Students can still type in questions for staff to answer verbally.

vii. When sharing your desktop in your teaching, make sure that all emails and sensitive documents are closed to avoid any GDPR breaches.

Student microphones

i. Students are to only have microphone on when directed by teacher and then switched off afterwards.

ii. Students should only have microphone on when working in a quiet area with no distracting noise.

iii. Students are to speak and behave as they would according to the school behaviour policy. Students are to be reminded as such at the beginning of the session.

iv. Non compliance will result in the teacher muting the students' microphone.

Safeguarding

i. All lessons using microphone or cameras are to be recorded. Click on the 3 dots and then start recording. This will be saved in the Posts channel for the Team. Only those who are part of the Team will be able to view this recording. These can be viewed by SLT for safeguarding purposes.

ii. Staff should mute a student if necessary and know how to do this before any meeting starts.

iii. From September 2020, all students will have the video function on and dressed in school uniform.

STAFF ARE TO FOLLOW SCHOOL SAFEGUARDING POLICY AT ALL TIMES. THIS INCLUDES THE USE OF CPOMS

Dealing with behaviour in online lessons

Disruption to online lesson / poor behaviour for learning
e.g. using microphone or camera, removing people from the meeting, use of slang/inappropriate language, inappropriate comments

1st instance use the chat function in your Team to ISSUE A WARNING @Student Name about behaviour. Use the mute function to prevent students from communicating

2nd instance of disruptive behaviour refer to their HOY.
The HOY will contact ID3 to block them from MS Teams for 1 day. HOY will contact both student and parents by email to inform

3rd instance of disruptive behaviour *again* refer to their HOY.
HOY to discuss with KC escalation; suitable length of blocking, who to contact parents (Line Manager or KC) by phone

Lack of classwork / not submitting work as requested

Use the chat function in your Team to enquire why the work has not been done (check they understood the task, had full access to resources etc)
If using the Assignments function you can use the feedback box to prompt students

If work is still not submitted, with no extenuating circumstances, issue a sanction – MAKE SURE YOU ALERT THE STUDENT TO THIS ACTION

If work is still not submitted OR it is a persistent issue email the student and CC in your HOD/HOF and their parent

Any student who reaches 3 MS Team blocks to be referred by KC to Headteacher for serious disruption to the learning of others.

Sanctions and MS Team blocks are monitored weekly by HOYs and AHT Behaviour – any patterns/ trend / persistent issues will be actioned via HOFs/HOYs/Senior Line Managers