



## **Policy Document for: Remote Education**

**Approved: October 2020**

**Due for Review: October 2021**

### **Aims**

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded).

### **When does this policy apply?**

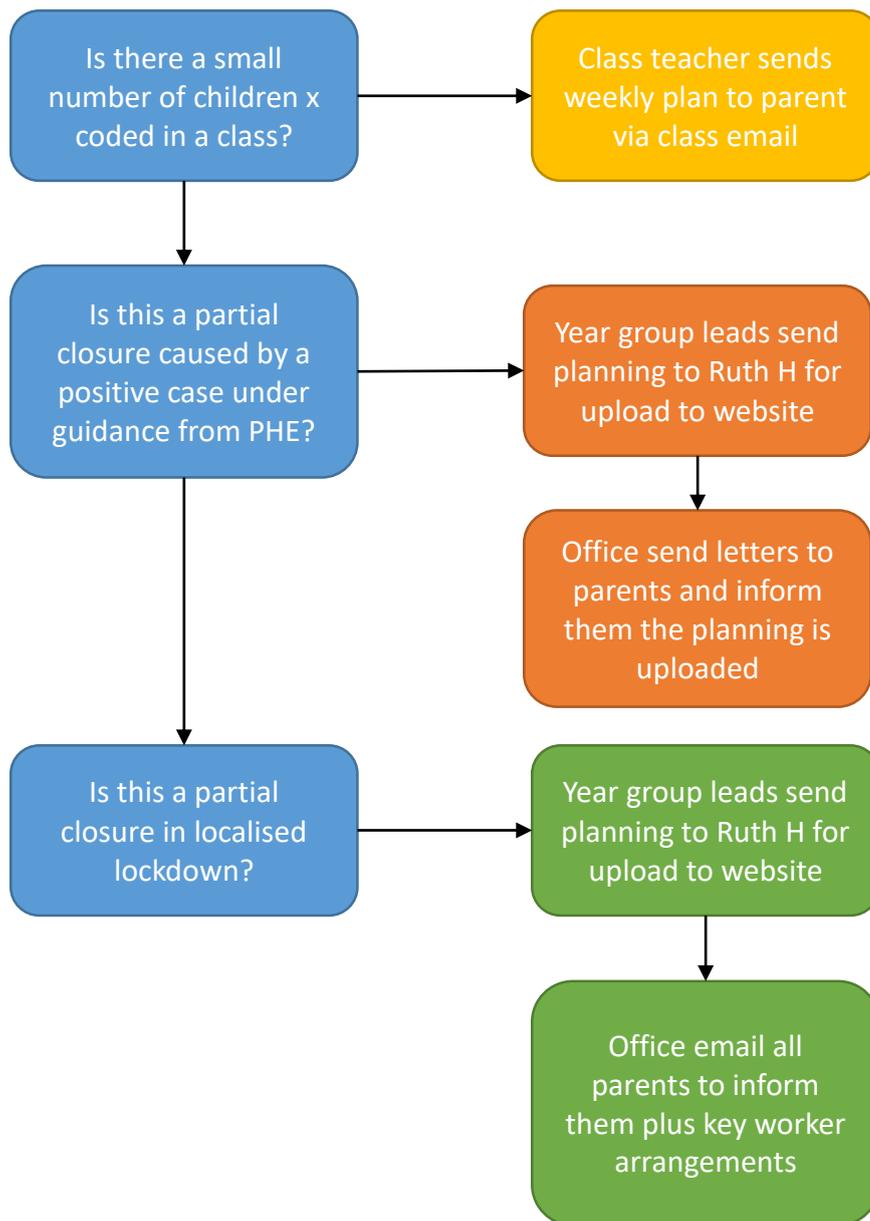
This policy will apply when:

- Pupils are 'x' coded on the register – self isolating, quarantining or complying with Government guidance, but remain well
- Pupils are excluded
- An extended period of school closure

It will not apply when:

- Pupils are absent from school without prior authorization (such as an unauthorized term time holiday)
- A parental decision to absent children from school as a precaution against an infectious disease but contrary to official medical advice from Public Health England, the UK Government or World Health Organisation

## Process involved in actioning remote education



## Government expectations

As part of the guidance for full opening, the Government expects remote education to be ‘high-quality and safe, and aligns as closely as possible with in-school provision’.

### Revisions to the curriculum

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- Aim to return to the school’s normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils’ knowledge with the aim of returning to the school’s normal curriculum content by no later than summer term 2021.
- Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils’ work) while avoiding the introduction of unnecessary tracking systems.
- Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.
- All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.
- Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.

In developing the plans we must:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Consider the age, stage of development or SEN needs where this would place significant demands on parents' help or support

Full guidance on <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

## Roles and responsibilities

### Strategic Team

#### Preparing for partial closure (bubbles/classes) or localised lockdown

- To coordinate the teaching team with the year group leads to understand how remote learning is prepared for, delivered and monitored
- To share information with parents via the website, collaborating with the IT Technician
- Keep the Strategic team and Senior Leadership Team updated on policy changes and update this policy accordingly
- To ensure the risk assessment for the school is kept up to date to reflect Government changes to remote education requirements
- Work with the CEO to order equipment under the Government 'get help with technology programme' in case of localised lockdown to distribute to disadvantaged pupils
- Support year group leads and subject leads in identifying and purchasing remote education tools to deliver curriculum areas such as reading and PE, and workbooks to support children at home who are out of year group or have limited access to technology
- Lead parent survey to collect feedback from parents around access to devices and supporting home learning and take actions dependent on this feedback
- Coordinate with the Year Group leads to order appropriate workbooks and resources
- Maintain contact with Social Services at all times, particularly when considering how to support and contact vulnerable children
- Monitoring the effectiveness of remote learning through regular discussions with teaching staff and by obtaining feedback from parents/carers and pupils
- Coordinate the remote education approach across the Trust, led by the Trust Strategic Lead
- Collaborate with the Curriculum Team leads and Year Group leads to monitor the effectiveness of remote education
- In an ongoing lockdown, continue regular contact with parents and carers to monitor the effectiveness of remote education
- Investigate Educational Technology approaches to support staff workload and remote education for pupils
- Continue to lead safeguarding, both online and offline
- Investigate costs of a parent pack of resources which could be offered to parents to support remote education

#### During a partial closure or localised lockdown

- To share information with parents via the website, collaborating with the IT Technician
- Keep the Strategic team and Senior Leadership Team updated on policy changes and update this policy accordingly
- To ensure the risk assessment for the school is kept up to date to reflect Government changes to remote education requirements
- Work with the CEO to order equipment under the Government 'get help with technology programme' in case of localised lockdown to distribute to disadvantaged pupils
- Maintain contact with Social Services at all times, particularly when considering how to support and contact vulnerable children
- Monitoring the effectiveness of remote learning through regular discussions with teaching staff and by obtaining feedback from parents/carers and pupils
- Coordinate the remote education approach across the Trust, led by the Trust Strategic Lead
- Collaborate with the Curriculum Team leads and Year Group leads to monitor the effectiveness of remote education
- In an ongoing lockdown, continue regular contact with parents and carers to monitor the effectiveness of remote education
- Continue to lead safeguarding, both online and offline

### Governing body

#### During a partial or localised lockdown

- Monitor the Trust approach to providing remote education through discussions at LGB meetings and from organised remote video calls
- Ensuring that the systems used to provide online learning are appropriately secure for GDPR and safeguarding reasons by having discussions with senior staff and organised remote video calls
- Report this monitoring back to the Trust Board

### Assistant Headteachers

- Communicate with the class facing staff about capacity planning in case a teacher is ill and unable to work and the class are at home self-isolating
- Be prepared to offer additional capacity to support a class team where a teacher is unwell, by asking other senior staff and/or supporting themselves

#### Preparing for a partial or localised lockdown

- Check in regularly with the community team to offer support and liaise with year group leads around any concerns for teacher wellbeing and share these with the Strategic team
- Continue to oversee safeguarding concerns within the community and work alongside the Strategic team and Community Lead for safeguarding
- Continue to monitor the GDPR security of remote learning through discussions with the community teaching team

#### During a partial or localised lockdown

- In localised lockdown: collaborate with the teaching team in their community to create weekly community assemblies which can be recorded and uploaded to Youtube and shared via parent email
- Check in regularly with the community team to offer support in a partial
- Continue to oversee safeguarding concerns (both online and offline) within the community and work alongside the Strategic team and Community Lead for safeguarding
- Continue to monitor the GDPR security of remote learning through discussions with the community teaching team
- To liaise with year group leads around any concerns for teacher wellbeing and share these with the Strategic team

## SENCO

### **Preparing for a partial or localised lockdown**

- To coordinate with the year group leads and teachers (face to face or remotely) to provide specific links and resources to enable SEND children to be suitably supported in accordance with EHCP targets or specific needs
- To collaborate with the class teachers on the interventions which should be planned for as part of remote education for SEN children in their class
- Engage with external agencies as to how remote sessions can be delivered to meet the EHCP targets for some children
- To provide SEND physical resources to children on a loan basis such as fiddle toys, Irlen overlays, etc

### **During a partial or localised lockdown**

- Maintain contact with parents and carers of EHCP children to ensure they feel confident in supporting and engaging their children at home
- Engage with external agencies as to how remote sessions can be delivered to meet the EHCP targets for some children

## IT Technician

### **Preparing for a partial or localised lockdown**

- Preparing loan paperwork ready to go as needed
- Supporting staff with any technical issues they are experiencing
- Identify any laptops without webcam/microphone capabilities and ensure all teachers and HLTAs have suitable access

### **During a partial or localised lockdown**

- Prepare all additional IT equipment under the Government scheme to go out on loan to identified vulnerable pupils
- Upload year group planning to the Trust website once received on a weekly basis in case of partial or localised lockdown
- Upload or support uploading community assemblies to the Trust YouTube channel as needed
- Continue monitoring the security of remote learning systems and platforms and share any concerns with the Strategic Team
- Fixing any issues with systems used to set and collect work
- Supporting staff with any technical issues they are experiencing

## Year group leads

### **Preparing for a partial or localised lockdown**

- To lead the teaching team in planning for remote education during weekly planning, either face to face or remotely (when staff are unable to attend)
- Use computer based and paper based resources to balance the need for those children learning at home who do not have suitable technology
- To ensure that these plans are shared between the teaching team for immediate access
- Ensure that the plans provide a broad and balanced education, but continue to provide a keen focus on reading, phonics and maths gaps. This should sit alongside the curriculum delivered in the classrooms and include PE, foundations subjects, computing, PSHE etc
- Physical activity should be included daily, with 1 PE lesson per week
- Resources for parents to access should not require printing since many parents do not have printing facilities at home

- Online safety should form part of the planning on a regular basis so that this can be continuously reinforced by the parents at home
- A strong focus should be given to early reading skills for the youngest children in school, or those who are working to secure their reading skills – links should be made for phonics, how to teach phonics and access to online suitably decodable books
- To lead the team in finding suitable resources and links are included to enable parents to support their children at home using resources such as Oak National Academy and BBC Bitesize video lessons and in-school programs such as TT Rockstars & AR
- To coordinate with the SENCo to provide physical SEN resources for children learning at home such as fiddle toys, overlays etc
- To ensure that the class teachers plan for interventions which support SEND children, so these interventions can be undertaken at home wherever possible
- To lead the team in addressing any access issues with the remote education planning and resources, collaborating with the Strat team and IT Technician
- To lead the team in making links to the home learning books to support children with limited or no technology, or those working out of year group and ensure that the planning makes these links
- Ensure that all teachers have lists of logins for the apps used in school so these can be easily shared with the parents as needed, and have the list of priority 1 contacts
- Work with the year group team to create retrieval practice quizzes to check for learning which can be used both in class and at home. These can be done as questions on your PowerPoint, a separate Word document etc, or those available on Purple Mash. There is no set expectation around the frequency or subjects which should have retrieval practice evidence. This is used to help teachers determine what the children know and remember and to support building schema.
- To check in with the team around workload to ensure this is distributed and share any concerns about wellbeing with the Community Assistant Headteacher

#### **During a partial or localised lockdown**

- To lead the teaching team in planning for remote education during weekly planning, either face to face or remotely (for any teachers who are self-isolating)
- Use computer based and paper based resources to balance the need for those children learning at home who do not have suitable technology
- To ensure that these plans are shared between the teaching team for immediate access
- Ensure that the plans provide a broad and balanced education, but continue to provide a keen focus on reading, phonics and maths gaps. This should sit alongside the curriculum delivered in the classrooms and include PE, foundations subjects, computing, PSHE etc
- Resources for parents to access should not require printing since many parents do not have printing facilities at home
- Online safety should form part of the planning on a regular basis so that this can be continuously reinforced by the parents at home
- A strong focus should be given to early reading skills for the youngest children in school, or those who are working to secure their reading skills – links should be made for phonics, how to teach phonics and access to online suitably decodable books
- To lead the team in finding suitable resources and links are included to enable parents to support their children at home using resources such as Oak National Academy and BBC Bitesize video lessons and in-school programs such as TT Rockstars & AR
- To lead the team in addressing any access issues with the remote education planning and resources, collaborating with the Strat team and IT Technician
- To lead the team in making links to the home learning books to support children with limited or no technology, or those working out of year group and ensure that the planning makes these links

- To coordinate with the SENCo to provide physical SEN resources for children learning at home such as fiddle toys, overlays etc
- To ensure that the class teachers plan for interventions which support SEND children, so these interventions can be undertaken at home wherever possible
- Ensure that all teachers have lists of logins for the apps used in school so these can be easily shared with the parents as needed, and have the list of priority 1 contacts
- In case of a wider closure (such as a bubble closure, or wider localised lockdown) to send these plans to the IT Technician for addition to the website
- Work with the year group team to create retrieval practice quizzes to check for learning which can be used both in class and at home. These can be done as questions on your PowerPoint, a separate Word document etc, or those available on Purple Mash. There is no set expectation around the frequency or subjects which should have retrieval practice evidence. This is used to help teachers determine what the children know and remember and to support building schema.
- Liaise with the class teachers in regards to making contact with vulnerable children to ensure that as far as possible, children are able to access learning at home. Speak to the Strategic team where it is identified that a lack of resources is preventing this
- When teachers are working at home in a localised lockdown, the year group leads will send their weekly plans to the Curriculum Team Leaders
- To check in with the team around workload to ensure this is distributed and share any concerns about wellbeing with the Community Assistant Headteacher

## Curriculum team leads

### During a partial or localised lockdown

- When teachers are working at home in a localised lockdown, the Curriculum Team leads will receive weekly planning from the year group leads and then distribute this to their subject leads so they can use this to monitor their subject
- Lead bi-termly meetings with their team via remote apps (Zoom or Teams) to discuss the monitoring
- Communicate with year group leads where there are any concerns

## Subject leads

### Preparing for a partial or localised lockdown

- Consider whether any aspects of the subject curriculum need to be adapted to accommodate remote education
- Identify any resources which could be used by the teachers to support remote education
- Monitor their subject through reviewing planning for each year group to check for remote education coverage and engagement

### During a partial or localised lockdown

- Work with teachers delivering their subject remotely to ensure that they are well supported in finding resources and teaching videos, and that the work set is appropriate, progressive and consistent across and between year groups

## Teachers

- Ensure you have all the email addresses/phone numbers/login addresses for the children in your class in a secure but readily accessible location in case of short notice shutdown of a class
- Teachers may be asked on occasion to support other classes or children to support capacity
- Speak to the class TA(s) about capacity planning in case a teacher is unwell and therefore unable to check class emails, give feedback etc and the class are learning at home– ensure that the TAs have access to the login information should the need arise
- Ensure the class TA(s) also have access to teacher logins for TT Rockstars, Spelling Shed etc so they can access the pupil engagement and outcomes

- Monitor their subject through reviewing planning for each year group to check for remote education coverage and engagement
- Speak to IT Technician if you do not have a laptop with webcam/microphone capabilities to get access to a webcam
- Where children are failing to engage with learning, talk to the parents about the reasons for this and try to address these, liaising with the SENCo, Year group lead and Strategic team as necessary. Log this on CPOMS

#### During a partial or localised lockdown

- Where teachers are ill or caring for their family, they should notify the Strategic team to make arrangements for contacting their children, sending planning and giving feedback.
- Teachers will continue to hold safeguarding as a clear focus and follow our Child Protection and Safeguarding policy, whilst working both in school and at home. All concerns, whether working in school or from home **must** be recorded on CPOMS.

#### When providing remote education whilst continuing to work in school

- Teachers will work together as part of the year group team to plan suitable, ambitious and progressive work for their year group and make class adaptations as needed. This should be 2-3 hours of work per school day (in line with parental feedback) and make close links to the curriculum being delivered in school
- Use computer based and paper based resources to balance the need for those children learning at home who do not have suitable technology
- Plan for opportunities for retrieval practice. There is no set expectation around the frequency or subjects which should have retrieval practice evidence. This is used to help teachers determine what the children know and remember and to support building schema.
- For a single child, or a group of children, planning should be sent via the class email address to the parents, or the appropriate workbooks should be sent home by post/hand delivered
- Teachers will communicate with parents via the class email address and check email daily to see responses from parents to keep in regular communication
- Once teachers become aware that a child is not attending and has been 'x' coded (meaning they are off for Covid-related reasons), they will check the SIMS register to see what the 'x' coding is for. If the child/family have been advised to shield, are quarantining or self-isolating then the teacher will send work home **by the end of that day**
- The teacher will check their class email/Purple Mash account during their working hours to check for work submitted by pupils (including evidence from retrieval practices), provide feedback and engaging with parent questions. This will be **at least daily**
- Teachers will also check online apps for engagement such as AR quizzing and TT Rockstars and to provide feedback to pupils
- Teachers will make adjustments to the planning, responding to the Assessments for Learning for the child(ren) learning at home
- If a child is 'x' coded for 5 days, the teacher will arrange a video call home to speak to and see the child and encourage them with their learning. During a localised lockdown, teaching teams will contact each child weekly.
- Keep a close watch on vulnerable children who are self-isolating, checking that they are able to engage with home learning and support them to do so as much as possible
- Ensure that parents have the necessary pupil logins to access apps such as AR, TT Rockstars etc

#### When providing remote education whilst working from home

- Join team planning meetings as before whilst in school
- If you are off work waiting a test result, but remain well, you should continue to stay in contact with the AHT and the person covering your class to support and to inform planning

- Use computer based and paper based resources to balance the need for those children learning at home who do not have suitable technology
- Teachers will be available 9-3pm to check emails from parents, communicate with children and give feedback on work sent in
- Teachers will check their emails and Purple Mash throughout the working day in order to respond in a timely fashion
- Plan for opportunities for retrieval practice. There is no set expectation around the frequency or subjects which should have retrieval practice evidence. This is used to help teachers determine what the children know and remember and to support building schema.
- Once work is uploaded, teachers will check the work (including evidence from retrieval practices) and then provide feedback either by email/Purple Mash or via Zoom/Teams
- Ensure that parents have the necessary pupil logins to access apps such as AR, TT Rockstars etc
- Create a weekly blog of submitted school work (both online work and images from workbooks), wider learning and praise for children excellent engagement, upload to Purple Mash and encourage feedback from pupils
- Teachers will continue to attend remote meetings with their year group team to support group planning
- To provide video meetings with the pupils, the class teacher will create an invite for the parent and their TA to ensure that safeguarding mitigation can be met. Zoom meetings must be conducted in a quiet room, with nothing inappropriate in the background. Staff should be dressed appropriately.

## EYFS

- EYFS staff will use Tapestry to communicate with the parents of their class

## Teaching assistants

- Where staff are ill or caring for their family, they should notify the Strategic team and their class teacher as they will be unable to undertake their remote duties until they are well again.
- Ensure they have access to the login details for the class information, and a clear understanding what would be expected from them if the class teacher is ill and unable to support remote education and the children are learning from home
- Ensure they have access to teacher logins for TT Rockstars, Spelling Shed etc so they can access the pupil engagement and outcomes – ask the class teacher for support where they are uncertain
- All staff will continue to hold safeguarding as a clear focus and follow our Child Protection and Safeguarding policy, whilst working both in school and at home. All concerns, whether working in school or from home **must** be recorded on CPOMS.

## When providing remote education whilst continuing to work in school

- Continue to support the class teacher as directed – this could include checking emails from parents and collaborating with the class teacher in responding
- Photocopying any additional workbooks to support learning from home where it becomes apparent that this is needed
- The teacher should agree with the TA if there are any specific children they can stay in communication with via Purple Mash – such as SEND or vulnerable children
- Collaborate with the SENCo to ensure

## When providing remote education whilst working from home

- Attend pupil remote video meetings with the class teacher when speaking to the children to support safeguarding
- Agree with the class teacher in advance any children who need additional contact via email and login daily to offer support

## HLTAs

- Speak to IT Technician if you do not have a laptop with webcam/microphone capabilities to get access to a webcam

### When providing remote education whilst continuing to work in school

- Speak to the AHT for the community to agree what tasks can be undertaken which would support children accessing remote education and action these
- Agree with the AHT, Community Lead and/or SENCO what tasks could be undertaken if working from home.
- Feedback to teaching staff if supporting children learning from home

### When providing remote education whilst working from home

- Action pre-agreed tasks from staff team above
- Remain in regular contact with the community to see what further support can be provided for children working at home

## Pupils and Parents

Staff expect pupils learning remotely to:

- Be contactable during the school day, whilst being considerate that they may not be in front of a device the entire time
- Complete all the work set to the deadlines given by the teachers, with support from their parents/carers
- Seek help when they need it by sending emails via Purple Mash (where age appropriate)

Staff expect parents and carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete the work by either calling the school office (for illness) or emailing the class teacher using the class email address
- Seek help from the teacher when they need it via the class email address
- To continue ongoing conversations with their child/ren about being safe online and what to do if something they find makes them feel uncomfortable
- Keep in contact with the school via the SENCO if their child is SEND and is struggling to complete their work
- Ensure that if the child is off school for more than 5 days, to support the school in ensuring that the staff can talk to the child via remote meetings (such as Zoom), or engage with the class staff when the child is unable to do this
- Take photos of the work that their child has completed and email it back to the class email/use Tapestry so the teaching team can then give feedback
- Be respectful when making any complaints or concerns known to staff

## Data protection

### Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Only use a school based device which has appropriate filters and protection
- Keep safe any paper copies of personal data which could compromise GDPR by keeping these locked away when not in use
- Stored personal data should be kept on an encoded data stick, or secure cloud based storage

### Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and parent phone numbers as part of the remote learning system. As long as this processing is necessary for the school's

official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

### Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure in line with the **Staff Appropriate Use Policy**.

### Safeguarding

All staff will continue to use the Trust Child Protection and Safeguarding policy, which also has a specific section for Covid-19. All staff are reminded that it is everyone's responsibility to keep children safe.

### Links to guidance

- <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>
- <https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note>
- <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>
- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>