



Policy Document for: Remote Education

Approved:

Due for Review: Nov 2022

Updated 6/1/2022 – Feb 2022 – April 2022

Guidance: <https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools>

Attendance for all pupils of compulsory school age is mandatory. The Trust will offer remote education where in-person attendance is not possible or contrary to government guidance. This would include where pupils, for a limited duration, are unable to physically attend school such as when they have an infectious disease but are able to learn at home, or when school leaders decide it is not possible to safely open the school.

This will be offered as soon as reasonably practicable, in proportion to the length of the absence and disruption to their learning.

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

What we provide

- Meaningful and ambitious work for the child, which follows that which is being taught in class, in a range of subjects
 - providing frequent, clear explanations of new content. This is not expected to be teacher recorded or live inputs but through pre-recorded videos such as those offered by Oak National Academy
 - Checking daily that pupils learning remotely are engaging with their work and work with families where engagement is a concern
 - Providing opportunities for interactivity, including questioning, eliciting and reflective discussion through the learning offered
 - providing scaffolded practice and opportunities to apply new knowledge and provide timely feedback on how to progress, using Teams.
- Support families who have digital access barriers by providing a loaned laptop accompanied by a user agreement

- Be equivalent in length to the core teaching in school – approx. 3 hours in KS1 (2 hours for year 1 and R children) and 4 hours in KS2
- Use Teams as our digital platform, along with apps used in school which are linked in teams to minimise children accessing these through a search engine

Roles and responsibilities

Strategic Team

- Coordinate the remote education approach across the Trust
- To stay up to date with changes to Government policy and share this accordingly
- Monitoring the effectiveness of remote learning through discussions with teaching staff and by obtaining feedback from parents/carers and pupils
- Continue to lead safeguarding, both online and offline
- Publish information for parents about their remote education provision on the Trust website – through this policy and the Parent Guides
- Work with class teachers, SENCo and FLO to identify families who may benefit from a loaned laptop to support them whilst they are isolating at home

Office Team

- Once they are made aware by the parent/carers that a child is not attending due to infectious illness, they will ask if the parent feels the child is well enough to receive remote education, or advise them to contact the class email if the child becomes well but is unable to return to school immediately.

Teachers

- Teachers will continue to hold safeguarding as a clear focus and follow our Child Protection and Safeguarding policy. All concerns **must** be recorded on CPOMS.
- Once teachers are made aware – through communication by the Office, or an email from the parent/carer, they will offer remote education as soon as is reasonably practicable
- Send an email to the parents/carers of the isolating child if they are aware that the child is unable to access the home learning due to technology issues to offer them a Trust laptop on loan during they are home
- Match the remote education to that which the rest of the children are receiving in school, but within the time limits of 1-2 hours for EYFS/Year 1, 3 hours for Year 2 and 4 hours for years 3-6
- Only use PDFs should for supporting resources since these cannot easily be edited by children at home, and most parents cannot at home. Where these are used, teachers must be very clear that they are for supporting learning and are not expected to be printed. Learning can be undertaken on paper and uploaded
- Send remote education via Teams (or Tapestry for Year R children) and check assignments daily and any activities set and provide appropriate feedback where this is needed to move the learning forward
- Embed any apps used (such as Purple Mash or TT Rockstars) into the class team as tabs to simplify access for the children and support safeguarding
- Teachers will ensure that all video content chosen to support the learning has been viewed before sharing with the children to check content is appropriate
- Notify the FLO to offer support to a family where their child may be struggling to engage
- Adjustments may need to be made for children with SEND – teachers are best placed to collaborate with families to ensure that children can successfully work from home. Teachers can contact parents to suggest additional resources which can be sent home where needed.

Links to suitable resources

Little Wandle

Overview: <http://lettersandsounds.org.uk/index.php?page=overview>

Year R: <http://lettersandsounds.org.uk/index.php?page=reception>

Year 1: <http://lettersandsounds.org.uk/index.php?page=year-1>

Blending: <http://lettersandsounds.org.uk/index.php?page=learning-to-blend>

Year 2: <http://lettersandsounds.org.uk/index.php?page=y2-phonics-screening-check-revision>

Oak National Academy

[Oak National Academy \(thenational.academy\)](http://thenational.academy)