

Trust

Remote Education Policy

Statement of intent

The coronavirus (COVID-19) pandemic an unprecedented challenge for the Trust, our wider school system and the traditional approach to delivering education. The impact of the pandemic has necessitated many pupils being out of school and this will continue to be the case for some pupils, in line with the legal requirements and government guidance in place to tackle the virus.

The Trust and its schools continue to respond to this with a strong and proactive commitment to providing remote education, in challenging and uncertain circumstances and in line with the Coronavirus Act 2020 – Provision of Remote Education Continuity Direction.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote_Education_Temporary_Continuity_Direction_-_Explanatory_Note.pdf

Due to the progression of the pandemic, schools have needed to adapt their teaching and learning to meet a range of potential scenarios of pupils and staff isolating at home or a further national lockdown where schools are closed for attendance to the majority of pupils. The key principles of the Trust's *Remote Education Programme* are that it is consistent and embedded across all schools as part of regular day-to-day routine to ensure smooth transition in the event of pupils and teachers isolating or entering lockdown restrictions. This will enable pupils who are learning remotely to access learning and teaching that is in line with an age-appropriate school curriculum whilst ensuring their safety and wellbeing is safeguarded. At all times, Trust schools will adhere to the most up-to-date government guidance and will prioritise face to face teaching.

Policy purpose

This Policy covers three main areas:

- learning and teaching at home
- parent partnership, involvement and engagement
- support for teachers, support staff and school leaders

What we aim to achieve

We are living in extraordinary times and we understand that remote education and teaching will be different. We also know that this is a new and evolving situation and that we must be both ambitious for our learners, yet realistic too. In addition to supporting wellbeing, a key goal during this pandemic period will be to maintain engagement in learning, with approaches that are appropriate to pupils in different age groups; in different home circumstances; and with different levels of digital connectivity. Not all learning, however, will be done online or through digital channels or platforms. We recognise that there are many other learning resources and activities, including books, television, radio, and creative activities that will help with learning at home.

Definition of remote education

Remote education is the provision of education where pupils and teachers are not able to be in the same physical space. Remote education can be provided through a variety of different mediums including, but not confined to:

- online live lessons
- pre-recorded lessons
- paper-based provision.

It is used to ensure continued access to an appropriate education during periods where pupils are unable to attend school for face-to-face lessons.

Principles of Remote Education Programme

The following principles underpin the Trust's Remote Education Programme:

- Protocols and expectations are clear, detailed and well-planned to ensure transition to remote education is smooth and efficient at individual, group and/or whole school levels;
- remote education provision is immediately provided to those pupils unable to attend school due to coronavirus related issues and restrictions;
- remote education is planned carefully and the provision is age/ability appropriate;
- remote education provides access to high quality learning resources, both online and offline;
- remote education is tailored, in discussion with families, to their particular need e.g. pupils with SEND;
- remote education remains ambitious and pitched adequately to the *National Curriculum* expectations;
- remote education provision meets government expectations for learning time each day, in line with school-based provision;
- remote education provides frequent and clear explanations of new content;
- regular checks and assessments (following five days of remote education) of pupil work are carried out with developmental feedback provided to ensure pupil progress;
- schools provide learning resources that support access at home. This may include devices, access to Wi-Fi, stationary and paper. Each school works with families to identify need;
- regular *pupil checks* ensure that pupils are engaging with remote education and where it is identified that they are not, action is taken immediately.

Impact for pupils

Remote education provides a continuation of learning to limit the disruption caused by school/class closures and the removal of direct face-to-face teaching. When this occurs, remote education also provides a regular safeguarding link that supports wellbeing, maintains important teacher/pupil relationships and allows for effective feedback between teachers and pupils.

Education at home – equity of support

The Trust is very aware that the current situation is likely to affect disproportionately the most vulnerable children in our schools. Against this background, the Trust will work with headteachers to provide the flexibility they need to redirect resources aimed at closing the attainment gap to help mitigate the impact of school closures on our most vulnerable children and families.

EYFS and Key Stage One

Younger children in EYFS and Key Stage 1 will require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We, therefore, do not expect that solely digital means will be used to teach our youngest pupils remotely.

Special Educational Needs

For pupils with SEND, teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place. Trust schools will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Vulnerable children

Where individual pupils who are self-isolating are within the January 2022 DfE definition of *vulnerable*, schools will have systems in place to keep in contact with them. When a vulnerable child is asked to self-isolate, schools will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the child. Schools will also have in place procedures to check if:

- the child is able to access remote education support
- to support them to access it (as far as possible)
- to regularly check if they are doing so.

Vulnerable pupils will always be prioritised for face to face teaching and where required may temporarily join other groups of pupils within a Trust school.

Operational planning

The remote education provided by the Trust will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct

teaching time, and time for pupils to complete tasks and assignments independently.

The amount of remote education provided will be, as a minimum:

- Key Stage 1: 3 hours a day with less for younger children
- Key Stage 2: 4 hours a day

Learning and teaching will be meaningful and ambitious each day in an appropriate range of subjects.

1. For individual or small group isolation

Daily education will be provided to be equivalent in length to the core teaching pupils would receive in school. Information will be provided with a weekly timetable and regular communications from school staff via individual school online learning platforms and website. A list of additional websites to support learning will also be available on school websites under the specific **Covid-19 TAB**. Initial learning packs (online and/or paper based) will be provided for the first 5 days of the isolation period. Schools will work with families on an individual basis to ascertain the best way of sharing the work, be it online or paper based. During this period, schools will make contact with families to arrange further provision following the 5-day period.

2. A whole bubble/year group isolation or national lockdown

Daily education will be provided to be equivalent in length to the core teaching pupils would receive in school. Information will be provided with a weekly timetable and daily communications from school staff via individual school online learning platforms and website. Initial learning packs (online and/or paper based) will be provided for the first 5 days of the lockdown/isolation period. The teaching input will then be provided through a variety of high-quality methods using an appropriate blend of:

- live teaching
- pre-recorded input by school staff
- online resources
- video links e.g. The *Oaks National Academy* and *White Rose*
- paper based materials (as appropriate)

Direct links to online provision will be provided by schools. A list of additional websites to support learning will be made available on school websites under the specific **Covid-19 TAB**. Where a family cannot access online provision, schools will endeavour to arrange other methods of delivery with individual families.

Arrangements will be in place for completed work to be submitted with regular assessments carried out and feedback provided by school staff.

Working in partnership with parents

The Trust values partnership working with parents at all times. In these exceptional circumstances this is of critical importance to maintaining learning for all pupils. Parents are recognised as a key factor in providing effective and well-planned remote education opportunities and will be engaged fully in the learning journey at each step. Teachers and school staff will make every effort to address any issues/barriers parents are facing with learning platforms as soon as possible, so that pupils' transition from school to remote education is efficient, simple and straightforward. Where barriers to remote education arise, schools will ensure that parents have clear channels of communication with members of staff, so that these can be overcome as quickly and effectively as possible.

The availability of staff to respond to questions and queries will be communicated to parents to ensure that parents are aware of any staffing capacity issues and senior leaders can ensure that staff workload remains manageable in line with Trust's *Risk Assessments* and *Outbreak Management Plans*. If parents feel their school is not providing remote education of a suitable quantity and quality, they are encouraged to, in the first instance, raise their concerns with their child's teacher or headteacher and, if the concerns are not resolved, to report the matter directly to the Trust. Reporting concerns to Ofsted should be a last resort as the matter can, in the majority of situations, be resolved locally.

Teachers and support staff

As required, teachers and support staff who are using online delivery methods will be provided with appropriate training to ensure they feel confident and have the skills to implement the Trust's *Remote Education Programme* effectively. Resources and support, including high quality CPD, will be offered on an ongoing basis to:

- demonstrate and share efficient practice within and between schools
- find solutions to issues quickly
- address any areas of complexity
- respond to parental feedback
- respond to staff feedback
- respond to pupil needs
- remove any barriers to pupil engagement quickly.

As far as possible, teachers will transfer what is already known about effective teaching in the live classroom to the remote offer. For example:

- providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion
- providing scaffolded practice and opportunities to apply new knowledge
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge

- avoiding an over-reliance on long-term projects or internet research activities

In this way, the provision and demands of remote education can be well understood and planned for by all Trust schools in order to be seen as a regular part of the day-to-day routine during the pandemic period.

Trust and school leadership

The Trust's *Remote Education Programme* and associated platforms give Trust and school leaders the reassurance that all pupils will have access to quality teaching and learning remotely if and when learning from home becomes necessary. Leaders will be able to monitor pupil engagement and progress with remote education and can take appropriate steps early where issues are identified.

The Trust, through the Executive Director of School Improvement and his team, will ensure that school leaders also have access to high quality support so that effective strategies and consistent provision can be shared and implemented across all Trust schools and any barriers to pupil learning can be identified and responded to as quickly as possible. Remote education provision outcomes and pupil progress will be monitored by Trustees to ensure expectations are met and reports will be made to them through the Trust Improvement Board and the Achievement, Support and Scrutiny Sub-committee. Trustees and school leaders will use the DfE **Review Your Remote Education Provision Tool** to support the monitoring and review of expectations.

Delivering remote learning safely

All Trust staff understand that safeguarding children is everyone's responsibility. Keeping children safe on line is essential. Children have a right to feel safe and secure on line and cannot learn effectively unless they do so.

To support digital learning the Trust and its schools will work together to ensure:

- KCSIE 2021 statutory guidance is followed – (Annex 'C')
- provision of clear guidance and direction for teachers and support staff about the digital platforms that can, and more importantly, cannot be used.
- that online services, functionality, and configurations are made in full recognition of data protection, information security, safeguarding and child protection.

The Trust procedures and protocols in place will ensure a safe and welcoming remote learning experience and should be read alongside the Trust's *Child Protection and Safeguarding Policy and Procedures*. Good safeguarding practice will be promoted as follows:

- School reporting routes for concerns are provided to all pupils, teachers, parents and carers in line with the Trust's *Child Protection and Safeguarding Policy and Procedures*.
- E-Safety resources and practical support shared with parents and carers to respond to harmful or upsetting content and bullying or abuse online.
- Communication and interaction only within the school teaching hours.
- Communication and interaction only through the school office email address, designated, GDPR compliant learning platform, an organised Teams meeting or telephone conversation.
- Use only of accounts set up with the school's e-mail address - personal e-mail addresses should not at any time.
- Use of school devices over personal devices where possible.
- Mindful caution when sharing personal information.
- For telephone calls with pupils/parents/families needing extra support use will be made of the *141 Caller ID hiding mechanism* or use of a school mobile phone where available.
- GDPR will remain a constant consideration throughout. Parents have provided consent for the use of Teams and have been made aware of how data is stored on the platform.
- Schools will carry out, in addition to other communication, a weekly well-being check where members of staff will be expecting to speak to individual pupils.
- Where appropriate, schools will inform relevant child protection agencies immediately in the event of specific pupils having to self-isolate.

Summary of expectations

For schools

In developing remote education, schools will work with the Trust to:

- provide 5 days of immediate learning resources that are pitched to the child's age and ability (be it online, paper-based or a blend of the two).
- 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 so that pupils can progress through the curriculum

- select a digital platform for remote education provision that will be used consistently in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.
- overcome barriers to digital access for pupils by:
 - distributing school-owned laptops accompanied by a user agreement or contract
 - providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.

For note:

It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable, and therefore eligible to attend provision in person. This is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.

- have systems for checking regularly, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.
- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.
- publish information for pupils, parents and carers about the remote education provision on their website.
- design guidance that builds upon prior learning and further extends pupils' understanding and knowledge. This will be complemented by additional resources, which will be published on school online platforms. Where pupils cannot access online platforms, other bespoke arrangements will be made in partnership with parents and families.
- during periods of remote education, lasting longer than 5 days, schedule regular assessments to ensure regular feedback to pupils is provided and that pupils are making the required progress.

In the event of an extended (over 5 days) period of individual isolation, a bubble closure or wider lockdown, schools will initially provide an immediate learning pack which will allow time for teachers to prepare and move to the online learning platform. This pack will be pitched to the appropriate age and ability of children, primarily focusing on core content (for example, calculation in Mathematics) The full curriculum offer will be in place within 5 days of any national lockdown announcement.

For the remainder of the period of isolation:

- Learning provision will be provided each day for a broad and balanced curriculum.
- Regular assessments will be carried out and feedback provided to pupils.

- The lessons provided may also be linked to other online providers such as The *Oaks National Academy* and *White Rose*.
- Activities for children to carry out following input will be provided, taking into consideration pupils' circumstances and individual needs, for example younger pupils and pupils with SEND.

For parents and pupils

The expectations placed on parents and pupils will ensure effective learning. With the support of parents, pupils will:

- complete and submit work in line with the guidance provided by the school.
- seek help and support where needed.
- alert staff if unable to complete the work set.
- access learning and work in a comfortable space.
- use technology provided by the school appropriately, understanding it belongs to the school and must be returned.
- ensure school is aware of any issues relating to accessing technology.

Support for delivering online remote education safely is available from:

- <https://swgfl.org.uk/resources/safe-remote-learning/>
- <https://www.lgfl.net/online-safety/default.aspx>
- <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- <https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations>

Monitoring and Review

Date first published	January 21	
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Reviewed	January 22	
Next review	January 23 or earlier if pandemic requires	
Staff Responsible	Executive Director of School Improvement	
Committee Responsible	Achievement, Support + Scrutiny Trust Improvement Board	
Sign Off Chair of Trust Board	January 2022	

Change Management

Issue No.	Change date	Change description
1.0	Jan' 21	Initial release
2.0	July 21	Adapted for Trust Phase 4 Risk Assessment requirements and expectations
3.0	Jan'22	Review in response to ongoing pandemic and omicron variant