



POLICY DOCUMENT

For use by all member schools

Remote Education Guidance

	Name	Date
Version 1.0	Gulcin Sesli	Jan 2021
Approved	Kelly Hawker, Chair of ACC	Jan 2021
Reviewed v1.1	Gulcin Sesli Acting Co CEO	May 2022

This policy should be used by our Spring Trust Partnership Schools where there is a need to deliver high quality remote education in cases where it is not possible for some or all pupils to attend face- to-face education.

Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

Scenarios where remote education will be provided

Schools should consider providing remote education to pupils in circumstances when in-person attendance is either not possible or as per government guidance.

This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness

In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Where needed, we will aim to provide remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

Curriculum Coverage

Pupils' remote education will cover the same curriculum as they would in school to ensure that those at home are not further disadvantaged. Pupils will be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. Pupils will be expected to complete a minimum of 4 activities per day: 1 English, 1 maths (including times tables), 1 spelling/grammar/phonics and 1 foundation subject. Teachers will provide activities which are captivating and spark curiosity through a range of approaches, such as multi-sensory, offline and opportunities to take learning outside. We will vary activities so children are not looking at a screen all day. We expect 3 hours a day on average for KS1 pupils (less in EYFS) and 4 hours a day for KS2 pupils.

Curriculum Content

Online video lessons may be recorded by teaching staff at the school, however there may be a combination of high quality lessons developed by external providers.

Our Approach

Where possible we will:

- continue to use the digital platform for remote education provision that has been used consistently across the Trust (G-Suite) to allow interaction, assessment and feedback and make sure staff continue to be trained and confident in its use
- continue to overcome barriers to digital access where possible for pupils by, for example:

- ❖ distributing school-owned laptops accompanied by a user agreement or contract if possible
- ❖ securing appropriate internet connectivity solutions where possible
- ❖ 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
- ❖ having systems for checking, daily, whether pupils learning remotely are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- ❖ identifying a named senior leader with overarching responsibility for the quality and delivery of remote education if schools feel this will be useful

When teaching pupils remotely, our schools will consider what they already know about effective teaching in the live classroom. This should include opportunities for regular feedback and interaction with teachers and peers during the school day.

Our guidance will take into consideration the pupil's age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. For example, children in key stage 1 or reception often require high levels of parental involvement to support their engagement with remote education, which can make digital remote education provision a particular challenge for this age group.

Provision for pupils with SEND

If pupils with special educational needs or disabilities (SEND) are not able to be in school and require remote education, their teachers will know how the pupil's needs can be most effectively met to ensure they continue to make progress.

We recognise that some pupils with SEND may not be able to access remote education without adult support. Schools will work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. A variety of different strategies will be used to present information, opportunities to use hands on learning equipment (such as physical manipulatives in maths where possible) and encouraging movement breaks and using visual support aids.

In this situation, decisions on how provision can be delivered will be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The requirement within the [2014 Children and Families Act](#) for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs will remain in place.

How will schools work with parents to help Early Years children access remote education?

We recognise that young children will need adult guidance in the home when working on a directed activity, and cannot usually be left for long periods of time to complete tasks. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

We will provide a recorded daily overview of activities and materials to support you, located in our classwork folders of Google Classroom. These are also accompanied by high-quality teaching videos to support the learning of writing, reading, maths and wider curriculum subjects. Videos include those for children and others, supporting parents, in early reading, maths and writing development. Some lessons may include commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (such as Read Write Inc and White Rose Maths).

Nursery teachers will provide a daily story time and daily challenges on a weekly overview linked to immersing the children in age-appropriate experiences including reading, phonics, mark making and topic; these will be pre-recorded and uploaded to the relevant learning platform. This will be adapted if the majority of children are back in school.

Delivering remote education safely

Keeping children safe online is essential. The guidance on [safeguarding and remote education](#) provides the information on what we are doing to protect pupils online. The guidance includes a collection of resources which includes support for:

- safe remote education
- virtual lessons
- live streaming
- information for parents and carers to support you in keeping your children safe online

Resources

Mathematics

White Rose resources will be used as they are matched to our current mathematics curriculum model. Online maths resources may be used to support the acquisition and retention of timetables.

English

Phonics (Read Write Inc) – Pupils in the EYFS and KS1 will access structured phonics lessons from Read Write Inc or from a member of the teaching staff.

Reading – Pupils will be expected to continue to read each day and complete their reading records if appropriate. Links to access to online reading books will be placed on Google Classroom. When children are reading a class novel and this links to their writing tasks, the text will be made available where possible.

Spelling – Pupils will access their spellings for the week through Google Classroom. They may be required to complete activities related to these.

Writing – Regular writing tasks will be placed in Google Classrooms with written instructions.

Grammar – Grammar lessons to complement our writing curriculum will be available on Google Classroom.

Science, RE, Geography/History, Art & Design/Design & Technology & Computing - Science tasks and links, linked to our curriculum will be sent. Foundation subject activities will be provided to reflect the school's curriculum.

Music and Spanish – Online lesson activities in line with our curriculum may be provided by our specialist teachers.

P.E. – Teachers will continue to plan opportunities for physical activity and movement breaks throughout the day in line with our usual daily routines at school. Links to online websites, may be provided.

Assessment

Pupils are expected to complete tasks set on Google Classroom and upload outcomes when requested so that appropriate feedback can be provided.

Teachers will be able to carry out formative assessments in line with our teaching and learning policy through pupil participation in an online platform. When appropriate, the teacher may share the answer sheet for pupils or their parents/carers to mark their work. Pupils may be asked to share their thoughts via Google Classroom or write a self-reflection of how they find the tasks so that the teacher is able to amend lessons accordingly.

Summative assessments of the units covered in-home learning will be carried out once the pupils are back at school when appropriate as well as through our usual marking of the child's work. Teachers will continue to give merit points for exceptional work and effort in order to motivate and engage.

Roles and responsibilities

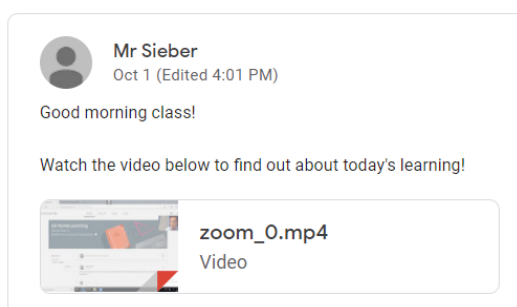
Teachers

Our school will provide a refresher training session and induction for new staff on how to use Google Classroom.

When providing remote education, **teachers** are responsible for:

Setting work:

- Teachers will set work for the children in their classes/year groups.
- Wherever possible, the work set should follow the usual timetable for the pupils/class had they been in school.
- Weekly/daily work will be shared using Google Classroom.
- The amount of work set will be dependent on the number of teachers available to work.



- Teachers will give feedback on one piece of work each day and at least one piece of extended writing over the course of the week. This feedback must be specific to each child and can be given verbally or in writing. Sometimes children will be expected to mark their own work when the answers can be provided.
- Teachers will acknowledge all work uploaded on to Google Classroom and will give specific deadlines.
- Teachers will make contact once a week with each child through a Google Meet group chat. The teacher will discuss any learning the pupil has found difficult and provide support and encouragement.
- Depending on the child's needs, teachers may also follow up with a phone call to individuals.

- Teachers will be flexible, bearing in mind most pupils will have to share a device with other family members.
- Teachers will aim to respond to queries from parents during working hours within 1 working day. Teachers are not expected to respond to queries beyond 6pm (Mon-Fri).

What teachers should do when hosting a Google Meet session:

- Make sure all meetings are confidential and software security settings are in place.
- Make sure only invited guests are allowed into any meeting.
- Invitations will be sent out via an online platform.
- The meeting will start when the identity of pupils has been verified by the teacher.
- In order to safeguard staff and pupils, any live sessions delivered are likely to be recorded by the Teacher as referenced in the TSPT Privacy Notice.
- Teachers will be dressed according to the Trust's code of conduct and speak professionally at all times.
- At the end of the session, teachers will stay online until all pupils have left.

Providing feedback on work:

- Work completed should be uploaded to Google Classroom whenever possible.
- Priority on feeding back to children must be given to the core areas i.e. reading, writing and maths.
- Feedback will be in the form of comments on Google Classroom
- Feedback in other curriculum areas may also be given

Keeping in touch with pupils who aren't in school and their parents:

- If there is a concern around the level of engagement of a child, parents should be contacted via phone to assess whether school intervention can assist engagement. All parent/carer emails should come through the school office. Any complaints or concerns shared by parents or children must be reported to a member of the senior leadership team. Any safeguarding concerns must be referred immediately to the designated safeguarding lead. (DSL)

Phase leaders and Senior team

Senior leaders are responsible for:

- Ensuring parents are notified of the reason for isolation and remote education expectations
- Co-ordinating the remote education approach across the school, including daily monitoring of levels of pupil engagement. Monitoring the effectiveness of remote education, such as through regular meetings with teachers and subject leaders, reviewing the work set or gathering feedback from children and parents. Class teachers will encourage parents and pupils to give weekly feedback on the remote education so teachers can adjust lessons to meet pupil's needs.
- Monitoring the security of remote education systems, including data protection and safeguarding considerations.
- Ensuring that pupils with Education Health Care Plans (EHCP) continue to have their needs met whilst being educated remotely, and liaising with the SENCO and other organisations to make any alternate arrangements for pupils with EHC plans. There must be regular contact with the SENCO and class teacher. Identifying the level of support required for individual children with SEND.

Designated Safeguarding Lead (DSL)

- The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy. Ensuring support is in place for children in vulnerable groups (e.g. online resources, regular

contact and links with agencies). Contacts for trust safeguarding leads can be found in the Trust Safeguarding Policy.

Pupils and parents

Staff can expect children being educated remotely to:

- Complete work to the deadlines set by teachers
- Seek help if they need it or if they are worried about any aspect of their work, from teachers by contacting them directly through Google Classroom or Class Dojo if applicable
- Let their teacher know if they are struggling to complete the work.

Staff can expect parents with children being educated remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Only use Google Classroom for curriculum-related correspondence.
- Be respectful when making any complaints or raising concerns. These should be sent to the school office and not dealt with on Google Classroom.
- Make sure an adult is present when a teacher and their child are meeting on the phone or via GC

Trustees

Trustees are responsible for:

- Monitoring the school's approach to providing remote education to ensure that the quality of education remains as high quality as possible Ensuring that staff are certain that remote education systems are appropriately secure, for both data protection and safeguarding reasons

Home and School Partnership

Spring Partnership Trust schools are committed to working in close partnership with families and recognise each family is unique and, because of this, remote education may look different for different families in order to suit their individual needs.

Our schools will provide a refresher online guidance and induction for parents on how to login and use Google Classroom, as appropriate.

Where possible, it is beneficial for children to maintain a regular and familiar routine. We therefore strongly recommend that each 'school day' is well structured and that parents support their children, including finding an appropriate place for them to work and concentrate in. Every effort will be made by school staff to ensure that work is set promptly. Should accessing work be an issue, parents must contact the school office and alternative solutions will be considered. These will be discussed on a case by case basis.

E -Safety

In school, we are able to restrict access to sites but, at home, pupils may be able to find material that is unsuitable. With increased usage and reliance on remote education parents will be encouraged to read some of the safety tips for keeping our children safe whilst online.

Links with other policies and development plans

This policy is linked to other policies and procedures related to:

- Safeguarding policy
- Behaviour for Learning
- Child Protection Policy
- Data Protection and privacy notices
- External Communications and Video Conferencing policy
- Online safety and acceptable use policies
- Home School Agreement
- Teaching and Learning policy

