drb Ignite Multi Academy Trust
Remote Education Policy

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Statement of intent

The coronavirus (COVID-19) pandemic is 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

and the latest DfE guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.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 Learning 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.

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 are seeking to achieve

We are living in extraordinary times and we understand that remote learning 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 children 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.

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Trust definition of remote learning

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

- online live lessons
- prerecorded 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 Trust Remote Learning Programme

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

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

Impact for pupils

Remote learning 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 learning also provides a regular safeguarding link that supports wellbeing, maintains important teacher/pupil relationships and allows for effective feedback between teachers and pupils.

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Learning at home – equity of support

The Trust is very aware that the current situation is likely to affect disproportionately the most disadvantaged 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, their 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 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.

Operational planning

In line with government guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

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.

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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 learning 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. A list of additional websites to support learning will also be available on school websites under the specific *Covid-19 TAB* .

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

Daily learning 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 72 hours 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 children. Parents are recognised as a key factor in providing effective and well-planned remote learning opportunities and will be engaged fully in the learning journey at each step. Teachers will make every effort to address any issues parents are facing with learning platforms as soon as possible, so that children's transition from school to remote learning is efficient, simple and straightforward.

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Where barriers to remote learning 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 Risk Assessments. 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 if the matter cannot be resolved.

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 Learning 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 learning 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.

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Trust and school leadership

The Trust's *Remote Learning 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 learning 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 learning 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.

Expectations for schools

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

- 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 across the Trust 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.

NB. It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, 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, daily, 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 their remote education provision on their website.

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- Guidance will be designed to build upon prior learning and further extend 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.

- A schedule of regular assessments will adopted to ensure regular feedback to pupils is provided and that pupils are making the required progress.

In the event of a bubble 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. The full curriculum offer will be in place within 72 hours 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.

Expectations 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.

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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 2020 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 *Child Protection and Safeguarding Policy and Procedures*. Good safeguarding practice will be promoted as follows:

- School reporting routes for concerns are provided to all children, teachers, parents and carers in line with the Trust 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.

- Communicate and interact only within the school teaching hours.

- Communicate and interact only through the school office email address, an organised Teams meeting or telephone conversation.

- Use the account set up with your school E-Mail address - do not use a personal E-Mail address at any time.

- Use school devices over personal devices where possible.

- Be mindful when sharing personal information.

- Telephone calls for pupils/parents/families needing extra support use the 141 Caller ID hiding mechanism or use a school mobile phone where available.

- GDPR has been a consideration throughout. Parents have provided consent for the use of Teams and have been made aware of how data is stored on the platform.

- The school 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, we will inform relevant child protection agencies immediately in the event of specific pupils having to self-isolate.

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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 Published	January 21	
Next Review Date	January 22 or earlier if progress of pandemic requires	
Staff Responsible	Executive Director of School Improvement	
Committee Responsible	Achievement, Support + Scrutiny Trust Improvement Board	
Sign Off Chair of Trust Board	January 2021	

Change Management

Issue No.	Change date	Change description
1.0	Jan' 21	Initial release
2.0	Jan' 21	Adapted for Trust *Phase 4 National Lockdown Risk Assessment* requirements and expectations

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