

## Remote Education Guidance

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| 30.09.2020               | 0.1            | New guidance                        | New guidance. Headteacher generated.                    | TSSMAT generated guidance. |
| 05.10.20                 | 0.2            | New guidance                        | Review by Board lead. No changes made                   |                            |
| 16.10.20                 | 1.0            | New guidance                        | Ratified by Board                                       |                            |
| 05.01.21                 | 1.1            | New government requirements         | guidance updated to include new requirements. J Bowman. |                            |
| 06.01.21                 | 2.0            | New government requirements         | guidance ratified by SLT                                |                            |
| 08.09.21                 | 2.1            | Scheduled Review - Internal Lead    | No changes. SLT   |                            |
| 16.09.21                 | 2.2            | Scheduled Review - Board Lead       | No changes. H Bowman                                    |                            |
| 05.11.21                 | 3.0            | Scheduled Review - Board            | Ratified  |                            |
| 14.09.22                 | 3.1            | Scheduled Review                    | No changes. SLT   |                            |
| 15.09.22                 | 3.2            | Scheduled Review                    |   |                            |

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|----------|-----|----------------------------------|-----------------------------|--|
| 30.09.22 | 4.0 | Scheduled Review                 | Ratified by Board           |  |
| 12.09.23 | 4.1 | Scheduled Review - Internal Lead | Downgraded to guidance. SLT |  |
| 19.09.23 | 4.2 | Scheduled Review - Board Lead    | No changes. H Bowman        |  |
| 29.09.23 | 5.0 | Scheduled Review - Board         | Ratified                    |  |

## 1. Statement of Trust Philosophy

*The Staffordshire Schools Multi Academy Trust has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.*

## 2. Aims

This Remote Education guidance aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school, through use of quality online and offline resources and teaching videos
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families and support attendance
- To continue the enrichment elements of the school curriculum

The provision of Remote Education aims to:

- Teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects, or may ask parents to collect resources from school in order for certain activities to be undertaken.

## 3. Who is this guidance applicable to?

- A child (*and their siblings if they are also attending a TSSMAT school*) who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- All pupils in light of a whole school closure

Remote learning will be shared with families when they are absent due to Covid related reasons.

## 4. Content and Tools to Deliver This Remote Education Plan

Resources and approaches to deliver Remote Education include:

- Online tools (for example, 2Simple, Google, Class Dojo, BBC Bitesize, Oak Academy, Education City, Google Classroom, Nessy, Monster Phonics, White Rose Maths, Votes for Schools, Spelling Shed, Times Tables Rock Stars, Phunky Foods, and others as appropriate).
- Recorded or Live video.
- Phone calls.
- Printed learning packs.

- Physical materials such as story books and writing tools.

In the event of closure, the detailed remote learning planning and resources to deliver this guidance can be found on the class pages of the school website.

For children where access to online provision is difficult, the school will look at how to support access, and will discuss this with individual families. Parents should contact their Headteacher to discuss this further.

## **5. Home and School Partnership**

The Staffordshire Schools Multi Academy Trust is committed to working in close partnership with families and recognises each family is unique. Because of this, remote learning will look different for different families in order to suit their individual needs.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. The Staffordshire Schools Multi Academy Trust would recommend that each 'school day' maintains structure.

A pupil's first day or two of being educated remotely might look different from the standard approach, while the school takes all necessary actions to prepare for a longer period of remote teaching, depending upon the notice given to the school regarding the need for remote education.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

We will provide disadvantaged pupils with loaned technology where possible.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

All children sign an 'Acceptable Use guidance' at school which includes e-safety rules and this applies when children are working on computers at home.

## **6. Roles and responsibilities**

### **Teachers**

*To note: the responsibilities below relate to where a whole school/class bubble is isolating and would be reduced when there are fewer children isolating and the majority of the class are in school.*

Every school within the Trust will provide a refresher training session and induction for new staff on how to use Google Classroom.

When providing remote learning, teachers must be available to pupils between 8.30am and 3.30pm.

If they are unable to work for any reason, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work:

- Teachers will set work for the pupils in their classes, a minimum of 3 hours work per day.
- Teachers will deliver live teaching input to children at points throughout the day.
- The work set should follow the usual timetable for the class had they been in school, wherever possible.
- Mathematics and English input will be delivered in the morning, to enable feedback on the day.
- Daily work will be shared on the day where relevant.
- Providing feedback on work:
  - Teachers will provide verbal or written feedback on work throughout the week.
- Keeping in touch with pupils who aren't in school and their parents:
  - Teachers will keep a daily record of pupil's attendance, pupils are expected to attend as they would a usual school day.
  - If there is a concern around the level of attendance or engagement of a pupil/s parents should be contacted via phone or by letter, to assess whether school intervention can assist engagement.
  - All parent/carer emails should come through the school admin account.
  - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL.

## **Teaching Assistants**

Teaching assistants must be available for their working hours.

If they are unable to work for any reason, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

During the school day, teaching assistants must complete tasks as directed.

## **Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set, or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

## **Designated safeguarding lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection guidance.

## **IT Technicians**

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

## **The SENCO**

The SENCO is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and medical care plans.
- Identifying the level of support required for individual pupils.

## **The Finance and Business Operations Officers**

The Finance and Business Operations Officers are responsible for:

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

## **Pupils and parents**

Staff can expect pupils learning remotely to:

- undertake work that is the equivalent length to the core teaching pupils would receive in school, for primary school this is a minimum of 3 hours a day.
- Complete work to the deadlines set by teachers.
- Seek help from teachers if they need it.
- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- Ensure their child is accessing work set, and is accessing support if there are difficulties.
- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it.
- Ensure children are in a conducive learning environment, i.e. they have eaten, they are dressed, and have a quiet space to work.
- Be respectful when making any complaints or concerns known to staff.

## **Trust Board**

The Trust Board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains fit for purpose.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.