

Government Guidance for Remote states that schools are expected to:

<i>In developing their remote education, we expect schools to:</i>	Guisseley School Provision
<ul style="list-style-type: none"> 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 school's curriculum 	<p>Our teachers follow our Curriculum Maps https://www.guisseleyschool.org.uk/curriculum/curriculum-maps so that our students have full access to their planned broad and balanced curriculum. When students are able to return to school they will therefore be able to continue their education without having to catch up.</p>
<ul style="list-style-type: none"> select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use 	<p>The full curriculum is taught through Teams. This is used consistently across school. In most lessons, students can interact with staff through the chat function. Staff have received training since the Summer of 2020 on setting up and running both synchronous and asynchronous lessons via Teams. Assessment is more bespoke, harnessing the digital assessment online platforms such as Hegarty Maths, Seneca and Educake.</p>
<p>overcome barriers to digital access for pupils by:</p> <ul style="list-style-type: none"> 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 	<p>We have distributed school laptops according to need. All disadvantaged students have IT access and we are beginning to address additional need in the community.</p> <p>We also provide paper resources and textbooks where this has been requested.</p>
<ul style="list-style-type: none"> 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. As outlined in the guidance, 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. 	<p>Places have been offered to vulnerable students who are attending our face-to-face provision in school. All vulnerable children have been contacted by school and a decision has been made on a case by case basis in consultation with the child's parent or carer.</p>
<ul style="list-style-type: none"> 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 	<p>Students must register by 8.40 am in the morning; any student not attending registration will be contacted on a daily basis by our Pastoral Teams. Pastoral Teams work rapidly to identify effective to solution to ensuring access for all to Remote Learning.</p>
<ul style="list-style-type: none"> identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education 	<p>Kirsty Cook, Assistant Headteacher has overall responsibility for Remote Learning at Guisseley School.</p>

<p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> • set meaningful and ambitious work each day in an appropriate range of subjects • provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum at Key Stages 3 and 4: 5 hours a day 	<p>Students have access to their full curriculum, therefore learning goals are set out clearly and appropriately by age and stage, following the National Curriculum or exam syllabuses. Students have access to five hours of learning every day and this is delivered by our subject specialists. Lessons follow our Guiseley School Principles of Online Teaching – where Explanation, Practise and Review are cornerstones of our provision. There is mixture of provision with a high frequency of fully live synchronous content alongside carefully selected asynchronous content that students can access independently.</p>
<p>Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school led video content.</p> <ul style="list-style-type: none"> • consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example: <ul style="list-style-type: none"> ○ 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 	<p>Lessons follow our Guiseley School Principles of Online Teaching – where Explanation, Practise and Review are cornerstones of our provision.</p> <p>Teachers will explain new learning, or use high quality online resources such as Oak National in lieu of teacher explanation; students will then be given time to consolidate this learning with generative tasks. Teachers will check that learning has been understood through the use of online assessment tools, and the chat function, so that genuine assessment for learning strategies can continue, such as questioning and reflective discussion.</p> <p>Teachers use online assessment platforms such as Hegarty Maths, Seneca Learning and Educake to set regular assessments for students to check understanding and to help tailor future lessons.</p>