



(V2 updated 11th May 2020)

Principles of the policy:

- Despite the unique situation our schools find themselves in all TCAT schools are committed to providing work for our students to ensure that students' progress during this hiatus in face to face education.
- Remote learning should take into account the individual needs of students including those disadvantaged and those with SEN.
- The work provided should be available in physical format for students unable to access online platforms at home.
- Has guidelines and protections to ensure the safeguarding of young people and staff (in line with the interim Safeguarding and Working from Home policy)

Objectives of the policy:

1. Ensure curriculum content is appropriately selected, sequenced and paced.
2. The delivery of content should be efficient, consistent and accessible to all learners and utilise mixed media.
3. Provision should be designed to maximise and promote engagement, working on the principle of 100% attendance
4. Distance Learning programmes must provide an appropriate degree of feedback to promote learning (at least weekly feedback, where possible)
5. Assessment must be used to clarify suitable end goals, monitor engagement and measure progress
6. Capitalising on the role of parents and families as co-partners in educating their children. (see Supporting and maintaining contact with our school community)
7. Provision must be accessible for all, taking account of the Digital Divide and working environment
8. Planning and preparing for children to re-join their education.

Detail

1. Ensure curriculum content is appropriately selected, sequenced and paced, where appropriate for the respective phases and ages across the Trust.

Schools must ensure that:

- a. content delivered follows the planned curriculum and consolidates existing knowledge and skills.
- b. the planned sequence of learning is based as far as reasonably possible around a typical school day and has a clear daily timetable for activities and lessons for students which is easy to follow without parental support/guidance (upper KS2 & secondary)
- c. a suggested daily timetable will be offered to parents of pupils in the Primary setting, the amount of 'academic' study will vary depending on the age of the pupils. Academic study will focus mainly on the core skills of English and maths with suggested flexible projects around other areas of the curriculum, including around wellbeing.
- d. daily lessons are set via the school preferred secure remote learning platform. The QA of the setting and quality of content is conducted by Curriculum Middle Leaders, who are line managed by a member of SLT. A single point of contact should maintain an overview of its delivery to ensure it can be quality assured easily. In Primary, class teachers are responsible for the setting of daily tasks for their pupils and this is QA by the Senior Leadership Team.
- e. 'Homework' is not be set on top of this work.
- f. Students are afforded the flexibility to complete the work throughout the day, to support the whole household working from home.
- g. End goals are communicated clearly to students and parents which progress and engagement is assessed against.

- h. contains a daily mixture of formal academic study and more practical activities, a mixed media approach E.g. Audio recordings, piece to camera, pre-recorded demo, signalling to other online resources e.g. Seneca, a YouTube clip, a requirement for students to record themselves completing something practical.
- i. includes CEIAG, PSHE and SMSC components

Schools should consider:

- a. what does the curriculum look like when we return and how will gaps be identified and addressed?

2. The delivery of content should be suitably modified for online/remote learning to ensure it's efficient, consistent and accessible to all learners and utilise mixed media, where appropriate for the age and phase.

Schools must ensure that:

- a. Online material is suitable for a remote learning. A suggested model of good practice for teaching overtime is as follows:

Step one – recap Each lesson starts with a quick recap of what they already know about the topic. Sometimes this will be a few bullet points (“you should already know that...”) and sometimes this involves a quick quiz. 5 questions on one slide with the answers on the next so they can check if they were right.

Step two – input They aren't going to be able to take in too much new information without expert guidance on hand. Include where appropriate video clips sourced from YouTube along with textbook pages and materials we already have on the system. They read a small amount of information and then...

Step three – application They use what they have just read to answer some questions. Some questions to make them think. I give them some sentence starters or quick model answers to help them if they need it.

Step four – feedback Give material for pupils to check their own work (those model answers or some success criteria).

- b. The delivery of new content should be done via 'online' explanations where possible and appropriate for the target age. This should be one or more of the following:
 - a. GCSEPOD
 - b. Pre-recorded YouTube (walkthroughs/demonstrations)
 - c. MathsWatch
 - d. Microsoft Teams
 - e. Google classroom
 - f. Daily Ping of tasks to parents, alongside publication on the website
 - g. Dojo
- c. Implement the guidance outlined in **TCAT Staff Working from Home IT Security Guidance Notes**

As the period of students not attending school continues, schools should move towards: :

- a. platforms to deliver live lessons or interactions with staff, including opportunities for feedback(when you are equipped to do so safely).
- b. see DigiSafe Guidelines below

3. Provision should be designed to maximise and promote engagement, working on the principle of 100% attendance.

Schools must ensure that:

- a. they maintain an overview of those students who will have significant barriers to access the curriculum and plan for these accordingly. (i.e. Digital Divide, SEND, working environment).
- b. where age and phase appropriate, track 'attendance' into online platforms and keep in touch with those students not accessing.
- c. where age and phase appropriate, all students submit identified key piece(s) of work at a frequency agreed by the school which they receive feedback on. (SEE point 4)
- d. students who do not submit are prompted and Parental Contact made.
- e. routine, self-marking, low stakes retrieval quizzes are used.
- f. key concepts and new learning involve demonstrations and/or interaction with teachers, age dependent of the pupil.

- g. class teachers pass on information related to the extent to which students have engaged in completion of activities to line manager's/ school leaders as requested.

4. Distance Learning programmes must provide regular feedback to support student progress, where appropriate for age and phase across the Trust

Schools must ensure that:

- a. all students submit identified key piece(s) of work at a frequency agreed by the school for review by classroom teachers which are responded to in the following ways:
 - a. **Whole class written feedback**
Based on the work submitted by a class, the teacher provides a written summary of the strengths and weaknesses observed in the work overall. There is not an expectation that every pupil receives individual feedback this way.
 - b. **Comments direct to individual pupils via online platforms**
Pupils submit their work or questions directly to a teacher and teachers provide individual feedback to students by adding comments/and or annotation.
 - c. **Recorded feedback as either an audio or video file**
contact with parents/pupils is through agreed protocols only.

Schools should consider:

- a. Platforms to respond to Live Questions from students about given pieces of work, where staff are available to do so. (e.g. Microsoft Teams)
- b. Their approach to individual feedback which is suitable to meet the specific needs of students
- c. Their approach to 'live / interactive' lessons that also include opportunities for feedback to the students

5. Feedback must be used to clarify suitable end goals, monitor engagement and measure progress as appropriate for the age and phase of the students

Schools must ensure that:

- a. Curriculum end goal (medium and long term) are clearly communicated to students, parents and staff.
- b. Routine self-marking low stakes quizzes are used weekly to track progress through and engagement with the online content.
- c. opportunities for ongoing assessment of *identified key pieces* are in place which are structured around your school assessment calendar. (amended where necessary)

Schools should consider:

- a. Appropriate opportunities and methods to Report to parents in the Summer Term

6. Capitalising on the role of parents and families as co-partners in educating their children. (see Supporting and maintaining contact with our school community)

Schools must ensure that:

- a. *They suggest activities that children can complete on their own regardless of ability level. We must recognise that most parents are also trying to work from home. Parents cannot be expected to become teachers*
- b. Guidance for parents is issued around maintaining structure, work engagement and well-being
- c. Provide clarity around the end goal students are working towards as appropriate for their age
- d. Credence to the fact that learning remotely will be more difficult, so tasks will be shortened and supported in smaller steps to allow for this.
- e. There is a common understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.
- f. Teachers schedule learning in a manner that does not overwhelm or concern our pupils and allow them to progress through the curriculum and/ or consolidate existing learning.
- g. Parents are given a platform to provide feedback on provision.

Schools should consider:

- a. Methods to promote collaborative interaction between students are a vehicle of support.

7. Provision must be accessible for all, taking account of the Digital Divide and working environment.

When addressing 3.a Schools **should consider**:

- a. The use of Off-line packages:
 - a. Workbooks
 - b. Work Packs
- b. ICT support
 - a. Issuing laptops
 - b. Paying for internet access
- c. Bespoke teacher contact
- d. Signposting to online reading software
- e. C Pens
- f. Daily contact with Vulnerable Learner
- g. Microsoft Teams support
- h. Use of staff to support vulnerable groups, SEN, safeguarding through online facilitation

8. Planning and preparing for children to re-join their education.

Schools should consider:

- a. *and understanding the key/leveraging curricular elements that enable children to transition to adulthood (or secondary, or Post-16); something that is required in the planning of, 2020-21 curriculum.*
- b. **Take steps to ensure that students are receiving key knowledge and skills ready for the next phase in their education**

Other

Support for staff

School must provide staff with:

- a. A safe teaching platform and clear guidance around keeping safe online
- b. CPD around the use of on-line platforms
- c. On-going access to CPD for 'the return' to normality
- d. DigiSafe Guidelines
 - 1. Only use school-registered accounts, never personal ones
 - 2. Don't use a system that your SLT has not approved
 - 3. Will some students be excluded? Do they have internet, a device and a quiet place?
 - 4. Do students and staff have a safe and appropriate place with no bedrooms or inappropriate objects/information visible?
 - 5. Check the link in an incognito tab to make sure it isn't public for the whole world!
 - 6. Has your admin audited the settings first (who can chat? who can start a stream? who can join?)
 - 7. What about vulnerable students with SEND and CP needs?
 - 8. Don't turn on streaming for students by mistake – joining a stream/starting a stream
 - 9. Once per week may be enough to start with – don't overdo it and make mistakes
 - 10. Never start without another member of staff- in the 'room' and without other colleagues aware
 - 11. Keep a log of everything - what, when, with whom and anything that went wrong
 - 12. Do you want chat turned on for pupils? Can they chat when you aren't there?
 - 13. Avoid one-to-ones unless pre-approved by SLT
 - 14. Remind pupils and staff about the AUP agreements they signed* The rules are the same
 - 15. Remind pupils and staff about the safeguarding policy and reporting process – does it work remotely?
 - 16. Do you want to record it? Are students secretly recording it? You may not be able to tell.
 - 17. How can students ask questions or get help?

18. What are the ground rules? When can students speak / how?
19. If you don't understand the system, if it won't be safe or reliable, if teaching won't be enhanced, DON'T DO IT.
20. Is your DPO happy? GDPR covered? Parental consent needed?

Expectation of Parents and Carers

Parents will:

- a. Support their child's learning to the best of their ability.
- b. Encourage their child to access remote learning platforms.
- c. Contact the school should they have any issues accessing the remote platforms.
- d. Check their child has completed work each day and encourage the progress that is being made.
- e. Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air, and relax.
- f. Respond to any 'Check-in' phone call from the school in a supportive and constructive manner.

Assumptions

The policy assumes that there is an accepted understanding from leaders that:

- *Schools should be mindful of the fact that many children and young people live in households with no or limited access to the internet or to the technology required to make use of online resources. Even in households with full internet access, the number of suitable online capable devices may be insufficient at any one time to meet the demands of home-working adults and children attempting to access educational materials or live learning sessions.*
- *In their provision, schools should recognise that many children and others in their households will be experiencing significant stress and uncertainty at this time. Therefore, placing excessive burdens on pupils in terms of the amount of work they are expected to complete would be profoundly unhelpful*
- *Schools should set out the expectations that they have for those teachers working from home bearing in mind that:*
 - *many teachers are working as part of the rota of care in schools.*
 - *it is not possible or desirable to seek to replicate the expectations of normal working in these extraordinary circumstances.*
 - *teachers working from home will be dealing with competing priorities such as caring for someone in the household who is ill or looking after children who would normally be in school; and*
 - *there will be limits to what can be effectively or usefully done from home.*
- *The main focus of assessment activity when online systems are used should be on formative assessment and providing feedback to pupils.*
- *the core purposes of marking, feedback and planning are to help teachers secure high-quality educational experiences for pupils and to provide useful information that supports effective*
- *Arrangements must recognise the distinctive and considerable pressures experienced by teachers who are working from home.*