

REMOTE EDUCATION POLICY

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AUTHOR/ORIGINATOR:	Mr G O'Connell, Principal
NAME OF RESPONSIBLE DIRECTOR/PRINCIPAL:	Director of Secondary Education
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Core Moral Purpose
Happy, Safe, Progress

Our Impact

Pupils develop the skills to enable them to move on to the next stage in their development

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1. Context

- 1.1 This policy should be read in conjunction with the Department for Education guidance to schools about the re-opening in the 2020-21 academic year and the measures that should be in place regarding coronavirus.
- 1.2 The Remote Education Support section of the DFE guidance can be found here: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>
- 1.3 Throughout lockdown in 2020, Longspee Academy rapidly set up a system of online learning that was used to support students. This system continues to develop rapidly as the national context changes in response to the virus. Further guidance, therefore, will be regularly provided throughout the year in staff briefings, meetings and INSET days by members of the senior leadership team and other appropriate colleagues.

2. Aims of Remote Education Support at Longspee Academy

- 2.1 The primary aim of the remote education support system at Longspee Academy is to mitigate the impact of partial or full school closures that may occur in line with national guidance.

In operational terms, this means that in the event of partial or full closure, if staff are not being redeployed to cover other classes as part of a rota in the Tiered Response system, the normal school timetable operates fully online.

Teachers are expected to set work through Online platforms or by using paper-based resources. They must be available for students of the designated class to communicate with them during that period.

- 2.2 The policy also aims to offer a broad and encompassing system of remote learning that means students who have good ICT access or none can make progress in their learning.
- 2.3 This policy has been developed in line with the DFE guidance which states:

In developing these contingency plans, we expect schools to:

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- *give access to high quality remote education resources*
- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*

- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum*

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *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*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school.*

3. Occasions when remote learning may be used

3.1 Remote Education should be offered whenever students are required to self-isolate.

Examples include but are not limited to:

- When a student has to self-isolate due to themselves or a member of their household having symptoms
- When a class, year group or larger group has to self-isolate due to Public Health England advice
- When the "Tiers of Response" system is in place in order to suppress local outbreaks and a rota system may be in place

3.2 Staff are expected to set work for all of the above instances. Senior and Middle Leaders will provide further guidance in each instance in order to ensure staff time is managed effectively and quality resources are shared.

3.3 Further guidance will be provided by the Principal if the "Tiered Response" system and an associated rota is used or if a confirmed case of Covid is detected in school.

4. The components of the Remote Education Support system

4.1 The Longspee Academy Remote Education Support system includes the following components:

4.1.1 Microsoft Teams

This is the key technical system that underpins the Remote Education Support system. It should be used by all staff to receive daily briefings and to receive CPD.

Training will be provided throughout the year to students and staff in order to ensure all stakeholders can use the system effectively.

Ambitions Academies Trust will also assist with the MS Teams CPD programme.

Addendum 05/01/2021

Microsoft Teams is used to deliver learning to pupils working remotely. Learning is equivalent to that in which would be delivered in school by the class teacher.

Teachers are required to record all TEAMS meetings in order to adhere to Longspee safeguarding policy.

4.1.2 Workpacks (paper-based work)

For students who cannot access online learning, workpacks will be provided. These will enable students to follow the planned curriculum.

Guidance will be provided at the point of partial / full school closures by the Senior Leadership Team about the operational elements of workpack collation.

4.1.3 Video streamed lessons

These are pre-recorded lessons that are uploaded to YouTube which can be paused and replayed by students. Further guidance can be found in the appendices of this policy.

4.1.4 Subject specific online learning resources

Core curriculum areas make use of subject specific online systems. Examples include: TT Rock Stars and Mathletics (Maths), Nessy and Active Learn (Reading and Phonics).

Subject leaders are responsible for ensuring that all students are set up in the correct and up to date teaching groups and that all staff have the necessary skills to use the online systems in order to effectively deliver appropriate remote education.

4.1.5 Reference to national digital material

Where relevant, teachers and subject leaders are encouraged to make use of the materials made available on national systems (e.g. Oak Academy).

Appendix A: Recorded Lessons' Guidance

1. Definitions:

Recorded Lessons

These are lessons that are pre-recorded by staff and uploaded to the Longspee YouTube Page. They do not allow for interaction between students and teachers. They can be paused and re-watched by students at their discretion. They form a valuable part of the Remote Learning system because they can combine auditory and visual learning by embedding other video clips, presentations, teacher demonstrations and so on. Subject leaders can set whole school 'Longspee challenges' via YouTube (e.g. reading challenge) to both motivate and engage pupils while keeping the Longspee community connected. Teachers can also prerecord the reading of class books to seamlessly continue the learning of what would be attained at school. Assessing learning through effective feedback linked to the pupils age related expectations.

Appendix B: Remote Education Learning

Subject	Remote Learning
Maths	Mathletics TT Rock Stars Longspee Maths' Curriculum (work packs) Microsoft Teams
Literacy (reading and phonics)	Nessy Active Learn Longspee Reading Strategy (work packs) Oxford Owl YouTube Recorded Lessons Microsoft Teams
PSHE/ Personal Development	Twinkl Life (work packs) Class Dojo Microsoft Teams
P. E	Get. Set. Tokyo. Active Dorset Resources
Assignments/ Projects	YouTube https://www.youtube.com/channel/UCTj6bVMiJTckUn9wLZ_Pwrg Longspee Curriculum Project (handout)