Inspire Partnership Remote Education Policy

Aims of the policy

This policy has been developed to support staff, children and parents in ensuring remote learning enables pupils make the best possible learning progress even when they are unable to attend school every day. Although the policy has been developed as a necessity because of the Covid-19 global pandemic, we recognise that remote learning will be of benefit beyond the current situation and, as such, we aim to secure consistent approaches for pupils to learn away from school. The aim of this policy is also to ensure equity for all pupils of the Inspire Partnership so that all children receive a fair and equal education, whether at home or in school.

Statement of intent

At Inspire Partnership we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Principles of remote education

Remote learning is defined as any learning which takes place away from a school setting. This refers to learning planned by qualified teachers that relates to the national curriculum and Inspire Partnership curriculum framework. In our school this takes the form of:

- 'live' on-line learning accessed through a portal such as YouTube, Zoom or another platform. Some sessions are live so they provide interaction and others are pre-recorded
- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
- Non-digital learning - set for completion at home that require limited use digital resources. This can be downloaded from the school website or hard copies can be provided

At Inspire Partnership our remote learning offer is closely aligned to our typical curriculum plans. Using the long term plans, each half term practitioners generate their medium term plans carefully considering how this plan can be delivered remotely or in-school. Whether a child is learning from home or from school, we work to ensure that the curriculum is sequenced and skills are built incrementally as part of the learning journey

	School expectations	Parent expectations	Pupil expectations
Child needs to self-isolate	• Office staff will contact the family to ensure all resources are to hand and to ensure the parent knows how to access remote learning, check appropriate reading material is available and • Children will be provided with 10 days of learning that link to provision on offer in school • These packs are available on the school website from the start of each week • A timetable will also be provided to help support parents to structure the day. The expectation is EYFS/KS1 3 hours and KS2 4 hours. • Breadth of curriculum will be offered over the week. Each day the child will have learning to complete in the core subject areas (Reading/Writing/Maths – Phonics KS1) alongside wider curriculum learning and key skills (spelling, times table, handwriting) • Regular contact will be maintained by the school • Learning should be reviewed periodically by the	• Contact the school if any additional support is required including physical resources to support the learning i.e. pencils, paper, • Ensure your child completes daily learning • Support your child to submit any completed learning using the school systems	• Complete the learning on a daily basis • Present your learning in the way your class teacher would expect • Ask for help if you need it

	School expectations	Parent expectations	Pupil expectations
	school • Children who are SEND will receive a phone call from the Senco/SEND team to ensure they are supported effectively		
Bubble collapse/partial opening	• School will offer Google Classroom as a platform for delivering digital remote learning • Non digital remote learning will still be available for parents via the website/ hard copies can also be made available • Daily uploads of videos will be added to Google Classroom to support learning. These videos will be pre-recorded ppts with voice overs or explicit modelling. The aim of this to provide children with a clear model for their learning, appropriate scaffolding and key vocabulary is shared • 4 videos will be uploaded each day for Reading/Writing/Maths/Curriculum and Phonics KS1 • Daily Zooms/Google Meets will be in place to help promote connectivity and to provide opportunities for support, feedback, challenge and questioning • Regular contact will be maintained with all families	• Contact the school if any additional support is required including physical resources to support the learning i.e. pencils, paper • Help your child to complete learning on a daily basis • Support your child to submit any completed learning using the school systems • Familiarise yourself with the school safeguarding and behaviour expectations for remote learning	• Complete the learning on a daily basis • Present your learning in the way your class teacher would expect • Model the school values and behaviour expectations at all times • Ask for help if you need it

	School expectations	Parent expectations	Pupil expectations
	- During whole school periods of partial closure, wider aspects of school life will be promoted remotely for example assemblies, celebrations, parent workshops, storytime etc. - Schools will monitor pupil engagement on a daily basis - SEND children will receive additional support and any children with EHCP will have a personalised approach		
Potential future situations that could utilise the benefits of remote learning include Homework, INSET days, long term absence but generally well, snow days	- Schools will work through potential future situations on a case by case scenario. - Where remote learning is provided schools will ensure they communicate in a timely manner with parents and give clarity of expectations at school level	- Contact the school if you believe your child could benefit from remote learning - Support your child to complete the learning	Complete your learning to the best of your ability

Roles and responsibilities

Trust central team – providing strategic overview for remote education and monitoring the school's approach to remote education to ensure the quality remains as high as possible.

Leadership teams – monitoring access to devices and data, pupil engagement, quality, and impact of provision on offer. Ensuring data protection and safeguarding procedures at school level are robust

Senior leader responsible for remote learning – implementing school systems to ensure this policy and the requirements set out by the DfE are met.

SENCO – working with those families of children with SEND who need alternative provision so they can continue to receive a broad and ambitious curriculum, including ensuring the requirements of EHCPs are still met

Teaching staff – setting the daily tasks to ensure high quality curriculum access for all children. Liaising with the SENCO to ensure all pupil needs are met

Support staff – providing additional support to children who are learning remotely

Inclusion team members – providing support for the families who require emotional, mental or pastoral work. Supporting school leaders to analyse pupil attendance

Designated safeguarding lead – ensuring the school safeguarding policies and systems are adapted in light of remote learning. Implementing and monitoring systems for contact with families who are of concern

Pupils – Engaging with their education on a daily basis, modelling the school values and expectations consistently

Parents – Supporting their child to access remote learning on a daily basis

Key requirements for effective remote learning

Everything we know about quality teaching and learning still applies. The fundamentals of good teaching remain the same and staff should be supported to think more consciously about how these can be effectively and efficiently achieved. Key elements of teaching include:

- Introduction and explanation of new content – being clear about the learning goals, success criteria, key vocabulary
- Opportunities for interaction with the learning – use questioning, metacognition skills
- Scaffold practice – clear modelling of concepts, vocab, oracy, skills etc
- Assessment and feedback - know the purpose, be specific and efficient, expect action from children and adapt teaching as a result

Parental engagement

Working in partnership with parents is crucial to ensure remote education has the best possible impact. Schools should have robust systems in place to support parents with this way of working. Mechanisms all schools have in place include:

- Clear communication regarding the schools offer, how parents can access this and why it is so important that they engage with remote education
- Clear expectations of parents during remote education
- Materials that help support parents to understand how to use any platforms e.g. Google classroom guides for parents
- Collating information on data/devices within a household and any associated actions to provide support
- Monitoring pupil engagement and providing swift feedback to the family if there are concerns
- Systems for parents to feedback any concerns, queries and requests for support
- Impact measurements at school level e.g. parent voice statements, pulse survey data

Pupil engagement

Getting children excited about remote education is central to the school's work. In order to maximise pupil engagement, schools are expected to:

- Provide clear timetables for the day so children understand what is expected of them

- Use different forms of communication to promote home learning with the children e.g. school newsletter/assemblies/Twitter
- Support teachers to develop, and share, innovate ideas for engaging children with remote education

Schools are expected to monitor the various ways in which children engage with their learning and take action to interject quickly where concerns arise. The agreed Trust tracker should be used to monitor engagement daily.

Access to resources

Schools will work closely with families to understand how resources may be potential barriers to remote learning and will work to address these issues. Schools will monitor resources such as:

- Digital devices
- Data
- Access to quality reading texts
- Physical resources e.g. paper, pencils, non-digital remote learning should be printed for all families who require this

The Trust tracker should be used to monitor access to devices and schools are expected to co-ordinate support as necessary.

Inclusion support

SEND children will continue to be supported during this time and children with an EHCP will continue to have their needs met. School SEND teams and class teachers will work together to ensure the best support is provided.

Small group teaching/1:1 sessions will be in place as usual school practice for all children who require additional help and support. This includes any personal, social and emotional work too.

Members of the inclusion team, and school support staff, should work closely with the class teacher and leadership team to ensure all children continue to make progress in all aspects of their development. Where possible, it is expected that usual interventions and therapeutic work do continue during this time.

EYFS

It is recognised that remote learning for younger children will be more challenging. Schools are expected to take account of this when planning remote learning for these year groups and should support parents accordingly. Non-digital learning will be promoted through a 'menu' of EYFS activities across the curriculum. This will support parents to minimise screen time. Digital learning will also be available through Tapestry/Google Classroom. Pupil engagement in the EYFS will be monitored and schools will seek to support parents so that all children access learning on a daily basis.

Curriculum

The starting point for all teaching is curriculum. The Inspire Partnership Curriculum Framework establishes the key expectations for what we want children to learn and the key strategies for enabling this to happen. Interwoven through remote learning should be the opportunity for children to develop their oracy skills. Additionally, learning should include opportunities for children to elicit depth. Examples of this may include relating learning back to themselves and applying it to wider contexts, use of sticker prompts (such as the English, Maths and Science stickers), evaluating strategies/methods/answers, reflections using the character skills and evaluation of their own learning.

Feedback systems

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will provide regular feedback to pupils on pieces of work that they are required to submit.

Teachers are to ensure, when they set learning, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Using the Zoom/Google Meets session to work to address common misconceptions
- Pre-recorded videos teaching makes reference to feedback for learners

- Using voice notes as a way to provide quick bites of feedback
- Utilising the chosen platform to create feedback e.g. Google Quizzes, Google Assignments
- Sending a direct comment to learners with specific feedback/targets this could be via work submitted or through a telephone call if a child is utilizing non-digital learning

Following feedback teachers are expected to adapt what is being taught in response to questions and assessment tasks.

Collaboration to support workload

As a relatively new way of working, remote learning will inevitably create some additional workload for staff, but there are ways schools should work to address this:

- Use flexible staffing models, such as asking staff to work from home when a certain critical mass of pupils is unable to attend or reducing teaching time for a member staff in each key stage in order for them to focus on remote learning provision and provide daily contact with pupils unable to attend
- Adapt existing curriculum plans and use the curriculum thinking that has already happened
- Encourage staff to use, and signpost, materials that already exist
- Providing high quality CPD to support all staff to develop skills in this area
- Encourage and build in time for collaborative planning. Schools plan in hubs and therefore this capacity across schools should be utilized to support teachers
- Have a streamlined process for remote learning questions and concerns so parents and children are clear about the timescales in which they can contact the teacher
- Take regular feedback from staff on the impact of remote learning on their workload and work collectively to find solutions

Safeguarding and Data Protection

Please refer to the school's COVID-19 school arrangements for Safeguarding and Child Protection for safeguarding matters relating to remote education.

All teaching staff members are to use school allocated laptops only.

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates