

# Primary Cluster School - Remote Education Plan

## September 2022

### **Remote education support**

Where the whole school, a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we have the capacity to offer immediate remote education. This will be delivered for all children via Google Classroom and the class teacher oversees this for their class.

We have considered how to continue to improve the quality of our existing offer as experienced by pupils and families during lockdowns and blended learning. The planning also supports a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In providing these contingency plans, we will:

- 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 will:

- 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, ideally including daily contact with teachers

We will consider these expectations in relation to pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We will avoid an over-reliance on long-term projects or internet research activities.

**Summary:**

- Pupils should have access to a full daily timetable of learning, to avoid any further loss of learning and development time.
- Learning should be provided in a tailored, bespoke manner for individual classes and pupils, through 'live' online lessons and short pre-recorded learning sequences which seek to follow a highly structured daily sequence.
- Pastoral, learning and attendance support should be provided in a palpable way for every pupil while away from school, in the event of full closure, partial closure, and individual pupils self-isolating in accordance with Government guidance.
- IT provision should be made for all pupils to learn remotely online where possible.
- Pupil online attendance will be carefully monitored and clear expectations shared to pupils and parents. Effective monitoring and individual intervention will support this.

**General aims and guidance:**

*Following an extended period of lockdown, it should be our aim to reproduce the normal running and structure of the school day as closely as reasonably possible in the event of future lockdown, balancing the needs and capacity of staff and pupils.*

- In the event of further lockdown (either year group or whole school), subjects and curriculum areas should follow their existing curriculum plans where possible, making the necessary adjustments required for remote learning. Excessive and workload heavy curriculum 'rewriting' should not be necessary in most cases. Pupils should be

facilitated to keep on track with their curriculum learning with as little difference as possible from the normal daily and weekly learning cycle.

- Daily/weekly structures should be replicated where possible, including assemblies.
- Lessons will be delivered or made available so that they can be followed as close to the normal timetabled provision as possible, at the normal times.

### **Teaching guidance**

- Teachers will deliver remote lessons as part of their timetabled teaching load, either from in school to an 'empty' classroom or remotely.
- Delivery should be 'live' and highly time structured. (Live audio/video teaching using Google Meet will allow voice and/or video communication with pupils)
- Lessons for classes learning remotely should also be uploaded to Google Classroom or other online learning platform as a pre-recorded video where feasible. This is unlikely to impact workload too heavily as the 'live' content delivery should be relatively short.
- These live and pre-recorded sequences should follow as closely as possible to the school's normal timetable and curriculum content.
- To avoid overload and excessive screen time for pupils and staff, the input should be short and manageable. For example, an hour-long lesson may typically have a 15 minute 'live' explanation at the start and then pupils would work independently on the contents of the lesson.
- Personal contact between the normal class teacher (where possible) and pupils should be prioritised wherever possible – teachers leading pupils through material and responding to feedback personally in a remote platform should be the aim, above generic whole cohort tasks.
- Where pupils do not have access to IT, alternative provision should be made to deliver the same curriculum content, or offer access in school if appropriate.
- Where there is a combination of some pupils within a cohort working in school and remotely (a blended approach), provision for remote learning should be as close to the 'in school' experience as possible. Teachers should pre-record videos or other appropriate personalised materials for pupils not attending the lesson in person. Where staffing allows, another teacher could be made available for live interaction with pupils at their normal timetabled time.
- In the event that individual pupils are unable to attend school because they are self-isolating in accordance with government guidelines, individually tailored work should be provided which mirrors as closely as possible the lessons being delivered in school. Clear communication will be crucial to understand if the pupil is well enough to undertake work at home.
- If pupils are working in the conditions of a lockdown, we cannot necessarily expect them to be able to replicate the same amount of learning hours that they would do if attending, but we should encourage them to complete as much as possible, and provide structure to support them to access as much as possible.

- In the event of lockdown, either for groups of pupils or all pupils, a record of online attendance should be used.

### **Feedback and rewards**

- Feedback should be timely and consistent with school policy
- Teachers will not be expected to be 'live' with pupils for the whole timetabled sequence of learning, so feedback and marking can be achieved during the normal timetabled session.
- Feedback is not expected from teachers for every task that pupils are set. For clarity, teachers should indicate when tasks do or do not require submission. As a basic principle, if teachers are asking pupils to submit work they should offer some sort of feedback in response to this.
- Feedback might be bespoke, but can also take the form of feedback given to the whole class. Pupils should routinely receive some personalised feedback if they are working remotely and their independent learning should reflect development as a result of this feedback

### **Access and attendance**

- Where there are issues of technical access, schools will try to ensure that pupils can borrow school equipment if this is possible, or access government grants
- Class teachers will be responsible for preparing a lockdown pack of paper resources for any pupils who cannot access online learning of any kind. These should contain daily tasks equivalent to the normal sequence of learning.
- Pupils who we identify as unable to access remote learning may be invited in to school where possible, to facilitate their learning.
- We recognise that whilst some pupils do not have access to a computer, some parents use smart phones and can still access online content and this can be a useful way of maintaining access to materials and communicating with teachers.