



Remote Education Offer

Rationale

The coronavirus (COVID-19) pandemic is an unprecedented challenge for our schools, and the traditional approach to delivering education. The impact of the pandemic has necessitated many pupils being out of school, and this will continue to be the case for some pupils, in line with the legal requirements and guidance in place to tackle the virus. This Remote Education Offer aims to respond to this challenge with a strong and proactive commitment to providing remote education. To this end, Hewens Primary School will ensure that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, it will provide immediate access to remote education.

In the event of a school closure, the school is committed to providing continuity of education to its pupils and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of pupils and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term pupil absence.

There is no obligation for the school to provide continuity of education to pupils who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents, guardians or carers choose to take pupils on holiday during term time. Similarly, this would apply if parents, guardians or carers made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

Planning for remote education

In order to plan this remote education offer, the school considered how to continue to improve the quality of the existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision. Planning also took into account the logistical challenges of remote provision, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, the school will:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that are 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 will need to work with families to deliver a broad and ambitious curriculum.

In delivering remote education, the school 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, including daily contact with teachers.

The school will consider these expectations in relation to the pupils' age, stage of development or special educational needs.

Remote learning for individual pupils

Assuming an absence has been agreed with the school, and the pupil in question is healthy enough to work from home, the school will provide work for pupils who are unable to attend in person. If this occurs for an individual pupil, the collation of work and communication with the parents, guardians and carers will be coordinated by the pupil's class teacher.

Expectations of pupils

Assuming that a pupil is healthy and well enough to work, pupils will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting

assessed tasks promptly and to the best of their ability. Pupils will also be expected to read and respond to communication from the school (e.g. an email from a teacher) on a regular basis.

Teachers must work on the assumption that pupils will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct pupils to take relevant equipment home, or for parents, guardians and carers to ensure they have duplicates. The school does not expect pupils to have access to any specialist equipment that would usually be provided by the school (e.g. for science or art). Teachers should ensure they are able to scan or upload photos of important resources in case pupils do not have access to them at home.

The school expects that parents, guardians and carers will have internet access at home to access remote learning resources, but teachers will make no presumption of the pupil's ability to print at home. Where parents, guardians and carers have indicated that they do not have internet access at home, or access to a device, the school will provide hard copies of work.

Expectations of teachers (and subject areas)

The setting and assessment of remote learning tasks will take place in accordance with school and curriculum area policies. Under normal circumstances, curriculum areas take different approaches to the setting and assessment of pupils' work – for example, the frequency of substantive tasks set, and the regularity of written assessment provided – and curriculum area policies will be applied in the event of remote learning.

In order that we are providing a consistent approach, Phase Leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their key stage. All teachers should pay due care to the nature of tasks set, so that pupils have a range of activities to complete at home and are not exclusively working on a screen.

Teachers are responsible for providing constructive feedback to their pupils in a timely manner. Phase Leaders are responsible for overseeing the form and regularity of feedback, and will liaise with their teams and the Headteacher to ensure consistency.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the Phase Leader to ensure work is set to her/his classes.

Expectations of learning time

The school will aim to replicate a pupil's timetable in its remote education offer, meaning pupils should receive their full curriculum delivery each day. This will be dependent on how many pupils are isolating and each individual class setting. The minimum expectation is that pupils will receive at least four hours of learning per day, with daily contact from their teacher.

Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow pupils to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require pupils and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure pupils do not fall behind.

The school's curriculum for each year group is published on the website, so that parents, guardians and carers can follow their child's sequence of learning for each subject.

How remote education will be set

If a whole class is isolating, the teacher will utilise MS Teams to teach their lessons according to their typical daily planning. If conditions permit, the teacher may deliver learning through 'live teaching' their lessons via their computer screen to their class.

Where some pupils in a class are self-isolating and some are present at school, the teacher will upload the lesson resources and instructions to MS Teams for those pupils at home to access.

The Teaching Partner will continue to support pupils remotely, as they would in class.

Variety of learning

The school recognises that pupils will benefit from a rounded remote learning experience that encourages practical activities, hand-writing, arts and crafts, sports and movement. As such, it is mindful of an over-reliance of technology-focused learning where pupils undertake their work solely on a device. Teachers will seek to maximise opportunities for pupils to complete work away from their device, and will ensure that instructions are clear for both pupils and parents, guardians and carers. The school asks that pupils are encouraged to read and write (by hand) as much as possible at home. Teachers will provide specific guidance to parents, guardians and carers about how to support remote learning for each year group.

Use of additional platforms

Prior to the necessity for remote education, pupils and their parents, guardians and carers were already familiar with the following resources that the school uses to provide additional learning opportunities:

- Purple Mash
- Active Learn
- Times Tables Rockstars
- Twinkl

These platforms will continue to be used to enhance remote learning.

How remote learning will be assessed

Teachers will continue to assess pupil progress via remote learning, through marking and feedback of pupils' work that is submitted via MS Teams or the online platforms that are used.

Pupil Engagement

The school has undertaken a survey of all families to ascertain access to the internet and devices at home, in order for pupils to be able to undertake remote learning at home.

The school will follow up all pupils not engaging with their remote learning, and will, if necessary (for example, if there are problems gaining access to the internet) arrange for hard copy work to be sent home.

Assessment

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 endeavour to provide regular feedback to pupils on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, 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 “Comments” function on online documents on MS Teams;
- Sending a direct email to pupils with specific feedback / targets;
- Feedback via another website / piece of software.

Special Educational Needs and/or Disability (SEND)

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The school will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

In addition, the school will:

- Ensure its website is kept up to date with services that parents, guardians and carers can access to get support, as well as resources that they can access to support their child. Most of these services are provided through the London Borough of Hillingdon (LBH);
- Ensure that access to services from the Educational Psychology team (LBH) remain open to parents and pupils and that communication is maintained via telephone and through online meetings;
- Ensure that access to services such as Occupational Therapy, Speech and Language Therapy, Hearing Impairment and Visual Impairment remain open to parents and pupils and that communication is maintained via telephone and through online meetings,
- Complete risk assessments for pupils with EHCPs to assess the impact and level of risk that that they may be exposed to as a result of isolating;
- Provide printed resources or alternative resources for pupils whose needs make hard copy learning more accessible;
- Seek advice from external agencies to establish what additional support can be put in place for those pupils with EHCPs who need additional support to access remote education;
- Ensure that teachers and support staff continue to implement strategies on pupil IEPs as much as possible and that these will be reviewed as a part of the graduated approach;
- Continue with Annual Reviews via telephone or online if necessary;
- Continue to track targets set for pupils with IEPs and EHCPs and those set by external agencies such as SALT, using the assess, plan, do review cycle.

Vulnerable Children

Where pupils who are self-isolating are within our definition of vulnerable, it is important that the school puts systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, the school will notify the pupil's social worker (if they have one). The Headteacher or Designated Looked After Child (LAC) Lead will agree with the social worker the best way to maintain contact and offer support to the vulnerable pupil.

The school will also have in place procedures to check if a vulnerable pupil is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a pupil rests with their parents, guardians or carers. However, class teachers will check in regularly with their pupils to monitor both academic progress and their general wellbeing.

Safeguarding during a school closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Safeguarding and Child Protection Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. There is a Covid-19 annex to the Safeguarding and Child Protection Policy which provides further detail.

This Remote Education Offer is supported by:

- The Hewens Primary School Online Learning Policy (internal)
- The Hewens Primary School EYFS, Key Stage One and Key Stage Two Remote Education Strategies (internal)
- The Hewens Primary School SEND Remote Education Strategy (internal)
- The Safeguarding and Child Protection Policy, especially with regards to online safety
- Behaviour and Relationships Policy, especially with regards to online behaviour and communication
- The Rosedale Hewens Academy Trust GDPR Policy