

Remote Education Policy

Date of adoption / last revision: 14.01.21

Person responsible: Principal

Remote Education Principles

At Rushcliffe, our provision for remote learning is based around the following principles:

- Ensuring the wellbeing and safety of all pupils, their families and our staff
- Ensuring that all pupils can continue with their learning irrespective of their needs, home circumstances or access to IT facilities
- Ensuring that the national effort is supported through provision of supervision for the children of critical workers in line with government guidance

Although this policy sets out the key provision, it is noted that there remains a degree of flexibility in the light of a changing national picture and developing government guidance. It is, therefore, kept under continual review.

Remote Education Provision

This provision applies when a whole year group or the whole school are required to learn remotely.

1. Live lesson timetable

- Live lessons can be accessed by pupils via Microsoft Teams. A timetable remains in place at all times so that it can be enacted immediately in the event of a whole school or whole year group moving to remote learning.
- Key stage 3 pupils will have access to a minimum of 24 live lessons per fortnight.
- Key stage 4 pupils will have access to a minimum of 34 live lessons per fortnight.
- Post 16 pupils will have access to a minimum of 6 live lessons per subject per fortnight.
- Live lessons will be between 30 and 50 minutes in length. The precise length of the lesson will depend on the proportion of direct teacher input and teacher-supervised tasks.
- Live lessons will include opportunities for teachers to provide feedback on pupils' learning and work that has been submitted.
- Teachers will monitor live lesson attendance and engagement.

2. Independent learning tasks

- Independent learning tasks are set for pupils via Satchel One. Each teacher will set the tasks for a week in one single entry on Satchel One to ensure pupils do not get overloaded with entries.
- Tasks will be varied and include narrated presentations, links to interactive online materials, videos, examination-style questions (where appropriate) and more 'traditional' home learning activities.
- Teachers will also make use of a range of online systems specifically designed for their subjects (e.g.mathswatch).
- Activities will comprise those which require computer/tablet/smartphone access and those which do not (once the initial task has been viewed).
- Tasks will be appropriately pitched for the needs of the class. Additional support materials can be made available as required through the learning support team (see section 4 below).
- Pupils can expect to be provided with a minimum of 25 hours-worth of work per week when the combination of live lessons and independent learning tasks is considered.

- Teachers will request that some tasks are submitted (usually via Satchel One or Microsoft Teams) so that they can monitor pupils' progress and use this information in planning the next stages of learning for the class.
- Feedback will be provided either by commenting on the submission system used or through the live lessons as described above.
- Teachers will also use the monitoring on Satchel One and the other online systems used in subject areas (e.g. Educake) to monitor engagement with learning and, as appropriate, progress. Faculty, year and senior leaders will also monitor engagement across cohorts and intervene where the engagement of a pupil or group of pupils is of concern.
- This work will also be supplemented by a resources from Oak National Academy (including teacher-led sessions) laid out by subject for a half term for those pupils who want additional online materials.

3. *Pastoral support*

Pupils will be contacted at least once a week by their form tutors to check all is well. Parents can separately expect a similar type of contact. Initial contact is likely to be by email and a response will be expected. If none is received or concerns are raised, form tutors will follow up via telephone. Where further support is required, form tutors may refer matters to one of the following:

- Pupil support unit or Sixth Form team
- Attendance officer
- Head of year
- A specific subject teacher or head of subject
- Learning support team
- Pupil premium team
- Inclusion / Orchard Centre team
- Wellbeing and safeguarding team (including school counsellors)
- Senior leadership team

4. *Support for pupils with special educational needs*

In line with government guidance, pupils with an EHCP will be offered in school supervision and support.

Where appropriate, other pupils with special educational needs who are considered vulnerable may also be offered in school supervision and support.

Where bespoke learning materials are required for a pupil (beyond those which are ordinarily provided by the teacher), the learning support team will work with parents/carers and subject areas to provide these.

Pupils who ordinarily work with the learning support team will also receive additional contact at home from learning support assistants, the Assistant SENDCo or the SENDCo to check on their wellbeing and how they are progressing with their learning.

5. *Additional support*

Additional support will be provided to pupils who work with one of the teams listed in section 3. This will generally be in the form of increased email or telephone contact but may also include face-to-face support (provided this is safe and in line with government guidance) or additional online sessions.

6. *Free school meals*

Pupils entitled to free school meals will be provided with vouchers through Wonde for the duration of any periods of self-isolation or partial/full school closure.

Provision for school holiday periods will be made on the basis of decisions taken nationally or by local authorities.

IT Access

We recognise that some pupils do not have consistent access to IT equipment or an internet connection. We also recognise that some families will be sharing equipment amongst siblings and with parents/carers who are working from home.

Subject to availability, the school aims to support pupils who do not have IT access in one of the following ways:

- Loan of a laptop or tablet
- Loan of a 4G dongle
- Provision of a pre-loaded 4G SIM
- Application through the national system for additional mobile data
- Access to provision in school where it remains safe to do so and capacity allows

If we are not able to help in the ways above, we will support families with printed packs of resources as needed.

Remote education for pupils self-isolating

For years 7 to 11, a programme of self-isolation / shielding is provided via Satchel One and available to all pupils at all times. It will mainly incorporate resources from the Oak National Academy (including teacher-led sessions). It will be broken down by subject and into two weekly blocks. It will follow the usual curriculum in each subject area in the same sequence as pupils would follow in school.

For post 16, all resources will be uploaded by teachers after every lesson so that they can be accessed by any pupils who are self-isolating or shielding.

The PSU team and head of year will make regular wellbeing contact with self-isolating pupils. In addition, the teams listed in section 3 above will also make regular contact with pupils with whom they usually work closely.