



# **Remote Education Plan**

**For TCLT schools**

**September 2020**

## **Introduction**

During the Covid-19 pandemic, schools have had to adapt their teaching methods to meet the needs of learners who are at home, or unable to attend school in person.

This document outlines the plan for education across all the schools in Tyne Community Learning Trust should we have to provide education remotely in the following scenarios:

- A small number of pupils need to self-isolate, as contacts of a positive case, either in their household or in school
- A class or year group needs to isolate as a result of a positive case
- Teachers need to isolate whilst pupils remain at school due to a case in their own household
- A local lockdown requires all pupils and staff to remain at home

## **Rationale**

We aim to have a plan that meets the needs of all our pupils across our nine schools and is age and phase appropriate. Where possible we aim to mitigate against any barriers to pupils accessing remote learning and to support staff to become proficient in teaching this way. We recognise from the outset that a computer, a learning platform or even a live stream lesson does not replace the physical teacher in a classroom, nor can it fully replicate the learning experience for pupils. Likewise, the age and abilities of students will impact on their ability to access online learning. However, we aim, with the support of the available evidence to plan for the listed eventualities and outline how we will maintain high quality provision.

## **Aims**

1. To offer high quality learning opportunities that are appropriate to the age and the ability of the pupils.
2. To ensure that staff and schools have the capacity and expertise to deliver lessons and that the expertise across the trust is utilised, efficiently providing learning opportunities
3. To ensure that pupils are able to use the technology and access the learning at home, making good progress
4. To reduce the barriers to remote learning for pupils and for staff
5. To ensure that pupils have regular contact with their teachers and receive timely and useful feedback on their progress

## **Barriers**

The following barriers to this type of learning have been identified:

- Insufficient IT equipment in the home or insufficient broadband access
- Insufficient pupil proficiency to access IT based learning (this may be due to pupil age)
- Insufficient teacher skills to develop remote learning

- A specific SEND need that limits ability to access remote learning

An action plan has been produced which outlines some of the approaches to overcoming barriers to remote learning.

### **Learning Platform**

We are utilising the learning platform Google Classroom, which allows staff to upload lessons and to give feedback to pupils on their work. Pupils can access this anywhere and at any time. The lessons are designed to be interactive but to allow pupils the opportunity to pause, rewind and revisit different aspects of the lesson. Live feed teaching will be available for tutorials in class groups for younger children and as appropriate for sixth form pupils and other year groups. It will not be the sole method of delivery. In arriving at this decision we consulted the evidence produced by the EEF<sup>1</sup> which stated that there is no benefit to live feed lessons over pre recorded lessons, rather the quality of what is offered is paramount.

### **Safeguarding**

Ensuring the safety of all our pupils remains the bedrock of all our policies and practices. We will continue to ensure that contact with our most vulnerable students is prioritised and work with other agencies to ensure pupil wellbeing and safety.

We will ensure that pupils continue to be safe online both in school and at home and will use safe working practices when asking our staff to contact pupils remotely from their own homes or in schools. Further guidance can be found [here](#).

All staff will report to their school's DSL any safeguarding concerns which will be appropriately recorded in line with the school policy. The DSL will decide any further actions necessary as a result of a staff member / parent who raises a concern.

### **SEND**

We will continue to implement individual learning plans. For pupils with an Education, Health Care Plan (EHCP), the school SENCO will contact the pupil at home and discuss with parents and pupils how the work provided will be appropriately tailored to meet their needs and ensure they make progress.

### **GDPR**

#### Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

Use a school device and access google classroom.

Use school email addresses to communicate with parents

#### Processing personal data

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<sup>1</sup> <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

Staff are reminded to collect and / or share as little personal data as possible and to follow the guidance on remote working.

## Remote Education Provision Guidance

### Remote Education for First School Pupils

<p><b>Scenario 1</b> A small number of pupils in unrelated classes need to self isolate as they or a member of their household is symptomatic.</p>	<p>Pupils will follow a two week programme of work linked to the National Oak Academy. Teachers will provide feedback Example here <a href="#">2 Week home learning block</a></p>
<p><b>Scenario 2</b> Whole class isolating including a teacher.</p>	<p>If the teacher is well then daily lessons will be pre recorded and provided through google classroom. A weekly class meeting will be held in real time. Expectations of this can be found here.</p>
<p><b>Scenario 3</b> Teachers are ill and unable to work - the whole class is isolating.</p>	<p>Pupils will follow a two week programme of work linked to the National Oak Academy. Example as above. Feedback will be provided by the school in the teacher's absence but may be less frequent, situation dependent.</p>
<p><b>Scenario 4</b> A local lockdown requires all pupils and staff to remain at home</p>	<p>If the teacher is well then daily lessons will be pre recorded and provided through google classroom. A weekly class meeting will be held in real time. Expectations of this are as above.</p>

### Remote Education for Middle Schools Pupils

<p><b>Scenario 1</b> A small number of pupils in unrelated classes need to self isolate as they or a member of their household is symptomatic.</p>	<p>Lessons/work will be posted on google classroom. This will include content from Oak Academy and school specific content. Teacher will provide feedback</p>
<p><b>Scenario 2</b> Whole class or year group bubble isolating including a teacher.</p>	<p>Lessons will be provided through google classroom. This may include pre-recorded lessons. In addition some curriculum areas also use subject specific websites to support the learning and which pupils have log-ins for. If well, teachers will provide feedback to pupils for work completed.</p>
<p><b>Scenario 3</b> Teachers need to isolate whilst pupils</p>	<p>Teachers will set work for pupils to be delivered by another member of staff.</p>

remain at school due to a case in their own household	
<b>Scenario 4</b> A local lockdown requires all pupils and staff to remain at home	Daily lessons will be provided through google classroom. This may include pre-recorded lessons. In addition some curriculum areas also use subject specific websites to support the learning and which pupils have log-ins for. If well, teachers will provide feedback. Pastoral sessions such as class meets will also be utilised.

Information about remote education plan for Ovingham Middle School can be found [here](#)

Information about remote education plan for Highfield Middle School can be found [here](#)

### **Remote Education for High Schools**

Information about the remote education plan for High school pupils can be found [here](#).

### **Remote Education for Vulnerable or Shielding Pupils**

Most pupils have now returned to education but there may be occasions where pupils are advised to stay at home. Education for these pupils will be provided through the school who will make bespoke arrangements for that child. A link member of staff will be allocated to that child, and will be a point of contact for the pupil and for parents and staff to ensure that the provision of remote learning is appropriate.

### **Subjects/ Content**

Schools and teachers are best placed to make decisions about the content of lessons. There is very limited research about which subjects can be taught remotely, therefore it is important that ongoing monitoring and evaluation is undertaken to ensure that any remote learning ensures that pupils make progress. As a general principle we will aim to link remote learning to that done in person to ensure that it is relevant and links to previous knowledge and understanding.

### **Feedback**

Pupils will receive regular feedback on their progress from their class teachers, or if the teacher is unwell through another member of staff.

### **Pastoral Care and Contact**

Pupils will be contacted whilst they are at home by the school to ensure they are well and that they are being supported emotionally. Families will also be supported to help with the education of the pupils at home. A simple guide to using google classroom can be found [here](#).

### **Monitoring**

It is the responsibility of the Headteacher of each school to evaluate the quality, impact and appropriateness of remote learning, as they would the quality of teaching within school. Schools should have systems to monitor and evaluate what is working and to gather feedback from all stakeholders about the impact of their remote learning strategy.

### **Review**

This policy will be reviewed termly by the SLT of TCLT schools.

### **September 2020**

### **References**

Education Endowment Foundation: Evidence about effective approaches to remote learning: <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely>

European Commission, School Education Gateway: European Commission (June 2020), *Blended Learning in School Education: guidelines for the start of the academic year 2020/21*. Provides guidance for policy makers, school leaders and teachers on blended learning: [www.schooleducationgateway.eu/en/pub/resources/publications/blended-learning-guidelines.htm](http://www.schooleducationgateway.eu/en/pub/resources/publications/blended-learning-guidelines.htm)

England

Oak Academy – online lessons covering reception through to Y10 (KS3) and specialist in England: [www.thenational.academy](http://www.thenational.academy)

Department for Education (DfE) list of online learning resources for English, maths, science, PE, wellbeing and SEND: [www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources](http://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources)