Remote Learning Plan – 2022 - 2023

The temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result the [Remote Education (England) Temporary Continuity (No.2) direction](#) no longer has effect.

Specific Aims

- To outline our approach for pupils who will not be attending school, as a result of Government Guidance
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils

Who is the plan applicable to?

Every child is expected to attend school from September 2nd 2021.
In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:
- **A continuous, dry cough**
- **A high temperature above 37.8℃**
- **A loss of, or change to, their sense of smell or taste**

Or
- **Have had access to a test and this has returned a positive result for Covid-19**

Remote Learning Government Expectations

Scenarios where remote education should be provided

Attendance is mandatory for all pupils of compulsory school age. Schools should consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- *occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government*
- *occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness*

In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Where needed, you should consider providing remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

Good practice is considered to be:

- *3 hours a day on average across the cohort for key stage 1, with less for younger children*
- *4 hours a day for key stage 2*

What to provide

Online video lessons do not necessarily need to be recorded by teaching staff at the school. High quality lessons developed by external providers can be provided instead of school led video content.

Schools will already have remote education plans in place that have worked for them when face-face education has not been possible. You can continue to use established remote education plans with which staff, pupils and parents and carers are familiar.

Those requiring further guidance to develop remote education provision should consider the following:

- *where applicable, continuing to use the digital platform for remote education provision that has been used consistently across the school to allow interaction, assessment and feedback and make sure staff continue to be trained and confident in its use*
- *continuing to overcome barriers to digital access where possible for pupils by, for example:*
    - *distributing school-owned laptops accompanied by a user agreement or contract if possible*
    - *securing appropriate internet connectivity solutions where possible*
    - *providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work*

- *having systems for checking, daily, whether pupils learning remotely are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern*
- *identifying a named senior leader with overarching responsibility for the quality and delivery of remote education if schools feel this will be useful*

When teaching pupils remotely, schools should continue to consider how to transfer into remote education what we already know about effective teaching in the live classroom. This should include opportunities for regular feedback and interaction with teachers and peers during the school day.

Schools should consider this guidance in relation to the pupil's age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. For example, children in key stage 1 or reception often require high levels of parental involvement to support their engagement with remote education, which can make digital remote education provision a particular challenge for this age group.

Provision for pupils with SEND

If pupils with special educational needs or disabilities (SEND) are not able to be in school and require remote education their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.

We recognise that some pupils with SEND may not be able to access remote education without adult support. Schools should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The requirement within the [2014 Children and Families Act](#) for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Publishing information about remote provision

To provide clarity and transparency to pupils and parents or carers about what to expect from remote education if it is required, schools may wish to continue to publish information about their remote education provision on their websites.

Delivering remote education safely

Keeping children safe online is essential. The guidance on safeguarding and remote education *provides the information on what education settings should be doing to protect your pupils and students online. The guidance includes a collection of resources which includes support for:*

- *safe remote education*
- *virtual lessons*
- *live streaming*
- *information to share with parents and carers to support them in keeping their children safe online*

For schools delivering their remote education through live and recorded lessons, the following support is available through third-party resources:

- *Safe Remote Learning knowledge base by South West Grid for Learning (SWGfL)*
- *live remote lessons – SWGfL article answering questions asked of the Professional Online Safety Helpline addressing key concerns from teachers*
- *National Cyber Security Centre, which includes information on which video conference service is right for you and using video conferencing services securely*

Getting help to deliver remote education

Peer-to-peer advice and training is available through the EdTech Demonstrator programme.

Recording in the attendance register

Schools should continue referring to the school attendance guidance. They should continue to keep a record of, and monitor pupils' engagement with remote education, but this does not need to be tracked in the attendance register.

Curriculum

We know that there has been much disruption to children's education, therefore, we are committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

Our approach includes a range of online learning including virtual lessons (pre-recorded) utilising Microsoft Teams and resources available through online learning platforms such as:

- Oak National Academy
- BBC Bitesize
- White Rose Maths
- Purple Mash
- Ruth Miskin/ YouTube for Read Write Inc Phonics
- Times Tables Rockstars

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan.

The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year and keep up.

Teachers will provide adapted learning resources for children with additional learning needs, i.e., SEND or where English is an additional language.

Children with Individual Support Plans (ISP's) will have their adapted plan securely emailed to them to ensure provision can continue at home.

All children will be provided with a set of useful links to a variety of websites to support their learning.

Teacher Expectations from September 2021
- Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for remote learning. These will only be uploaded in the event of an isolation within the class.
- Teachers will provide differentiated work to ensure they are fully meeting the needs of all pupils.
- The SENCO will work with a team to develop remote learning activities for ISP pupils.

Family Expectations (pupil/parent/carers)
- It is the responsibility of families to print/use the resources provided at home. In the event of unforeseen circumstances which make this difficult please contact the School Office to discuss alternative arrangements.
- Parents/carers can contact teachers via the dedicated email address for their year group *year….@thorpedene.secat.co.uk* for Years 1-6 and *reception@thorpedene.secat.co.uk.* Here they can share any work completed or ask questions. Teachers will respond to requests for support from families at home during school hours only.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure. The school is providing a minimum of 3 or 4 hours of learning per day which can be timetabled by parents/carers to suit their needs at home.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the dedicated year group email address. They should make clear which child and class the question relates to.

- We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but the school cannot guarantee that the chosen platforms will work on all devices. Should accessing online tasks be an issue at any point, parents should report these issues to the school promptly and solutions can be discussed on a case-by-case basis.
- We would ask that all parent/carers ensure the School Office has an up-to-date contact telephone number and email address to ensure good communication can be maintained.
- When posting messages on your child class Teams parents will be mindful that this is an open forum and all children in the class have access to reading these comments and messages. This is an opportunity for discussion and questions from children about their learning
- Parents/carers will ensure they are keeping the comments positive and are able to ask any questions about the remote learning or request clarification about the learning, if there is a concern the year group email can be used.
- Parents/carers can access a range of other resources and home learning activities available on the website. These home learning tasks can be shared via the year group email address.

Remote teaching for staff who are self-isolating
- Teaching staff are required to self-isolate if they test positive, outlined at the start of this policy.
- If a member of staff is required to self-isolate, they are expected to follow normal reporting procedure for planned absence.
- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.

Content for Foundation Subjects
As well as English and Maths, there will be a lesson provided for a minimum of one other subject each day. This will follow the same schemes that are being followed in school.

The school curriculum will be mapped against the current teaching and videos and resources from the Oak Academy units will be used where these are available along with teachers preparing a short video to teach the objective and then set learning tasks for the children to complete and submit.

Access to Technology at Home
Should support be required for technology at home, the School Office should be contacted for further details.

Logins to Online Learning Platforms

The school subscribes to a number of online learning resources which can be accessed at home. It is essential that children and parents/carers have access to all the relevant login details from the start of the school year so that they are immediately available in the event of a closure of self-isolation. Pupils will be provided with these login details.

Login details that will be included are:

- Purple Mash

- Times Tables Rockstars (KS2)

- Spelling Shed

Safeguarding

We must emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. We ask parents/carers to have discussions with their children about the importance of online safety and what to if anything makes them feel uncomfortable. If they ever wish to report harmful online content then they should visit: UK Safer Internet Centre. If they wish to get advice on reporting online abuse, they should visit the National Crime Agency's Child Exploitation and Online Protection command or click on the CEOP button at the bottom of https://thorpedene.southend.sch.uk/

It's especially important for parents and carers to be aware of what their children are being asked to do, including:
- sites they will be asked to use
- school staff their child will interact with

We will continue to emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

Parents/carers can find a range of links to help keep their children safe online here:
- Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
- Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Net-aware has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Personal Data and GDPR

Schools and colleges should continue to follow the guidance outlined in the data protection: toolkit for schools when managing personal data and may need to consider:
- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely

Monitoring Engagement with Remote Education

It is important that children engage with the remote education provided so that they don't fall back with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology amongst other factors.

Communication is essential and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote education that their parent speaks to the teacher. We can then work together to find a means of providing remote education that works for that family's circumstances.

Teachers will keep a record of each pupil's engagement in the remote learning tasks and activities.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils	**All EYFS/KS1 children will receive 3 hours of remote education daily.**
	All KS2 children will receive 4 hours of remote education daily.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- If it is a single child isolation then this will be the uploaded lessons only.
- Recorded teaching (e.g. Oak National Academy)
- Reading books pupils have at home

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- The expectation is that all children will access the full entitlement of remote education and share their work through MS teams or the year group email.
- Should you require any support or have any questions, please email the school on the year group email address and someone will get back to you.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

Assessment and feedback will be delivered in the following manner:

- All work that is completed by the children will be expected to be returned via Microsoft Teams or the year group email address
- Feedback and marking for work that has been uploaded will be via Teams through positive praise and comments

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Although we acknowledge the difficulties this may place on some families when delivering remote education, every effort has been taken to ensure that the work is clear to understand, workable examples are included when needed and voice overs when required. Should you have any problems, please contact the school by emailing the year group email address

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Every effort will be taken to ensure that the work accessible via Microsoft Teams will be in-line with the work that will be delivered in class. However, if a single child is isolating, there are expectations that have been set by Thorpedene Primary School.

- Weekly work in-line with that which is being delivered in class
- Weekly check-in from the class teacher
- Weekly feedback and marking from the class teacher
- There will be no pre-recorded lessons for single children that are isolating