

Remote Offer Guidance 2021

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, schools are expected to provide immediate access to remote education (DfE Oct 20).

When remote education is required

CSS will be able to promptly offer remote education in the following circumstances:

Travel:

- If families or pupils are quarantining on return from a country that is *not* on the exemption list.

Self-isolation:

- Where a pupil or number of pupils need to self-isolate because they have tested positive for COVID19.
- Where an individual pupil or a group of pupils need to self-isolate because they have been identified as a close contact of an individual who has tested positive for COVID19.

Medically Extremely Vulnerable:

- If those needing to shield are advised by their GP or clinician not to attend an education setting, remote education should be provided.

Local/National restrictions

- If Local or National restrictions are put into place which require pupils to remain at home, remote education should be provided.

The remote curriculum: what is taught to pupils at home?

- A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

- Staff will quickly inform all affected pupils and families by telephone, email or text – whichever is felt to be more successful in gaining quick contact.
- Where electronic devices are not readily available, paper-based activities will be provided – most likely, hand delivered or emailed to save time.
- If the remote offer is expected to be long term, consideration will be given to allocating an electronic device on a long term loan basis.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- Our remote offer will aim to reflect, as much as possible, the timetabled offer when on site. If learning onsite is continuing for some pupils, remote access will be granted, where possible, to the live timetabled lessons occurring on site.
- Resources for each lesson will be made available via the TEAMS learning platform, or delivered to the home if paper based tasks are needed.
- However, adjustments may be made:
 - a. According to individual need and to accommodate reasonable endeavours
 - b. To allow for research and consolidation
 - c. To designate time for the support of wellbeing

Remote teaching and study time each day

We recognise the recommended guided learning hours and will apply **appropriate to need**. These guided hours will include time allocated to direct teaching AND independent work, as well as any direct support or time needed to maintain wellbeing.

Average guided hours recommended:

Key Stage 1	3 hours a day
Key Stage 2	4 hours a day
Key Stage 3 and 4	5 hours a day

Accessing Remote Education

- CSS will facilitate lessons using the **TEAMS learning platform**. Support in using this is now incorporated into the onsite curriculum offer, in preparation for the need to move to a remote offer. Guidance instructions are also available to support families.
- Several additional online learning tools will also be signposted to, e.g websites covering various curriculum subject areas or intervention tools.
- Resources and learning materials can also be provided via email and traditional post, if paper-based resources are needed.

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We will identify pupils in need and seek to lend suitable electronic devices where families do not have access.
- We will identify where pupils lack access to data and, with permission, seek to provide key information to data providers who are proving free support. Alternatively, we will aim to source routers or dongles through the DfE or through additional providers.

- Where needed, paper-based resources will be posted or hand delivered to individual pupils.
- Completed work will be collected by a member of staff if there are no means to send electronically.

How will my child be taught?

- Tasks will be accommodated to incorporate 'live' lessons, pre-recorded lessons and online activities. Where needed, traditional paper-based tasks will also be used to support learning.

Intent: What is the purpose of the remote curriculum offer? <ul style="list-style-type: none"> • <i>To compliment and continue the onsite provision</i> • <i>To research</i> • <i>To extend knowledge base</i> • <i>To consolidate</i> • <i>To maintain continuity of engagement within each curriculum area</i> 		
Tier 1 Individual Remote Reduced attendance on site due to individual cases of self-isolation	Tier 2 Partial Remote Attendance on site limited to vulnerable and high needs only.	Tier 3 Fully Remote No attendance of pupils on site
Implementation (how will this happen?): Each pupil will follow their personalised timetable and access lessons, where possible, remotely via TEAMS. Pupils who need to self-isolate will be offered an electronic device to support access to these lessons. 'Live' lessons will be supplemented or replaced (depending on suitability/accessibility) with online tasks.	Implementation (how will this happen?): Each pupil, unable to be on site, will follow their personalised timetable and access lessons, where possible, remotely via TEAMS. Pupils who need to self-isolate may be offered an electronic device to support access to these lessons (dependent on numbers). 'Live' lessons will be supplemented or replaced (depending on suitability/accessibility) with online tasks. Pupils prioritised for being on site: Pupils with an EHCP Pupils in Care Pupils with a Social Worker.	Implementation (how will this happen?): All pupils will follow their personalised timetable and access lessons, where possible, remotely via TEAMS. Prioritised pupils will be offered an electronic device, where needed for access. All subjects will deliver at least one 'live' lesson, per week, to each year group/class. 'Live' lessons will be supplemented or replaced (depending on suitability/accessibility) with online tasks.

<p>All 'streamed' lessons, where possible, will be attended by 2 members of staff.</p> <p>The live lesson will be recorded.</p> <p>(for Primary, a responsible adult should be in the home when streaming live)</p>	<p>All 'live' lessons, where possible, will be attended online by 2 members of staff.</p> <p>The live lesson will be recorded.</p> <p>(for Primary, a responsible adult should be in the home when streaming live)</p>	<p>All 'live' lessons, where possible, will be attended online by 2 members of staff.</p> <p>The live lesson will be recorded.</p> <p>(for Primary, a responsible adult should be in the home when streaming live)</p>
<p>Personal tutors will make 'live' contact (e.g voice contact) at least weekly with:</p> <ul style="list-style-type: none"> • The pupil • The family <p>This will be increased accordingly to identified needs.</p>	<p>Personal tutors will make 'live' contact (e.g voice contact) at least weekly with:</p> <ul style="list-style-type: none"> • The pupil • The family <p>This will be increased accordingly to identified needs.</p>	<p>Personal tutors will make 'live' contact (e.g voice contact) at least weekly with:</p> <ul style="list-style-type: none"> • The pupil • The family <p>This will be increased accordingly to identified needs.</p>
<p>Engagement mentors will offer a weekly 'check in' to all pupils and feedback to personal tutors and heads of centres.</p>	<p>Engagement mentors will offer a weekly 'check in' to all pupils and feedback to personal tutors and heads of centres.</p>	<p>Engagement mentors will offer a weekly 'check in' to all pupils and feedback to personal tutors and heads of centres.</p>
<p>SEN SEN Team will alert the SENCO to any child with an EHCP/Pathways needing to SI SENPs will offer PTs and Subject teachers support in providing strategies and resources for individual pupils e.g. overlays All pupils on Intervention are aware of how to log into Lexia SENPs will support TEAMS offer for Intervention support</p>	<p>SEN Where possible pupils with identified SEN will be prioritised for onsite provision. SEN Team will alert the SENCO to any child with an EHCP/Pathways needing to SI SENPs will offer PTs and Subject teachers support in providing strategies and resources for individual pupils e.g. overlays All pupils on Intervention are aware of how to log into Lexia SENPs will support TEAMS offer for Intervention support</p>	<p>SEN Pupils will follow their given timetable remotely. SENPs will offer PTs and Subject teachers support in providing strategies and resources for individual pupils e.g. overlays All pupils on Intervention are aware of how to log into Lexia SENPs will support TEAMS offer for Intervention support. In line with LA guidelines a Reasonable Endeavours plan will need to be recorded for each pupil with an EHCP.</p>
<p>CIC SENPs will alert the SENCO/DT of any CIC pupil needing to self-isolate in order that Virtual Schools and Social Workers. SENCO to liaise with PTs regarding safeguarding and provision regarding extra support through the PEP (Social Care or Virtual School)</p>	<p>CIC SENCO to liaise with PTs regarding safeguarding and provision regarding extra support through the PEP (Social Care or Virtual School)</p>	<p>CIC SENCO to liaise with PTs regarding safeguarding and provision regarding extra support through the PEP (Social Care or Virtual School)</p>

<p>All safeguarding concerns will be recorded in the usual process via MyConcern. DSLs are notified immediately via email.</p>	<p>All safeguarding concerns will be recorded in the usual process via MyConcern. DSLs are notified immediately via email.</p>	<p>All safeguarding concerns will be recorded in the usual process via MyConcern. DSLs are notified immediately via email.</p>
<p>Impact: How will this impact on teaching and learning?</p>	<p>By continuing with personalised timetables, pupils will continue with their current offer.</p> <p>Learning will continue inline with curriculum offers/schemes of work/medium term plans/exam syllabi.</p> <p>Pupils will continue to have access to live lessons, along with supplementary learning tasks.</p> <p>Safeguarding will continue to be monitored and responded to.</p>	

Expectations: Provision, Engagement and Feedback

Teacher expectations

- 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.

For example:

- Sharing learning activities on the school's Virtual Learning Environment (VLE).
- Signposting pupils to online lessons and resources, including Oak Academy, BBC Bitesize and similar.
- Making plans for remote learning delivered through live webinars.
- Sending home printed learning packs.
- Continuing to deliver lessons to pupils remaining in school, with pupils at home dialling into the lessons through various online tools.
- Voice over PowerPoints saved as video.
- Using TEAMs to communicate between teacher and pupil/s.

Pupil Expectations

- To engage with the remote offer, relative to their individual need. Non engagement will be followed up with checks to ensure pupils are able to access the remote offer, or if they are having difficulties with their device.
- To follow a remote learning code of conduct, that reflects CSS behaviour expectations when on site e.g polite language.
- To indicate to staff and seek advice and support if facing difficulties.

Parental Expectations

- To support and encourage their child's engagement with the remote offer.
- To report any 'absence' from the remote offer in the same way as non-attendance on site.
- To seek support from CSS staff if facing difficulties.
- To report any concerns around online safety.

We are realistic in our expectations of what pupils are likely to achieve at home. We recognise that the circumstances of children vary widely, and most pupils will not have the same opportunities to share ideas and collaborate on work. We also acknowledge the challenge of managing their children's education whilst trying to maintain their own workload.

How will we check whether your child is engaging with their work and how will I be informed if there are concerns?

- Daily engagement checks will be made, with follow up calls when no engagement that day has been recorded.
- Staff will maintain regular contact with families e.g through Personal Tutor update calls, Welfare checks, Engagement mentor support, etc..
- Progress reports will continue to be provided in line with the reporting process already in place.
- Review meetings will take place remotely, using TEAMS – or on site if guidance allows.

We will work together with families to encourage pupils to reduce barriers and improve engagement with the remote offer.

How will work be assessed?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Feedback and marking will reflect the CSS Teaching and Learning policy. It will be meaningful, manageable and motivating.
- Feedback will be given in all 'live' lessons via chat functions, email dialogue or through live conversation.
- Work submitted remotely will be marked and returned to the pupil – with suggestions for next steps.
- Work completed on paper based tasks will be collected, marked and returned within a timely period e.g within one week.
- All work completed remotely will be printed, marked and stored as evidence.

- Teachers will consider ALL work and activities completed by the pupil e.g online tasks, quizzes, photographic evidence, tracking of progress on online programmes e.g Lexia
- Pupils will be rewarded for their participation in lessons and work completed through merits in the lesson, and certificates sent to their home.
- Pupils will be given the opportunity to discuss their work with their class teacher.
- Class teachers will collate pupils work and track their participation and progress in lessons.

Additional support for pupils with particular needs

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:

- Prioritise and encourage pupils with SEND to come on site – supporting with transport where appropriate.
- Identify any need for devices and provide support and guidance, where appropriate.
- SEN practitioners to provide additional support to pupils for accessing and completing work online.
- Check in with parents.
- Ensure intervention support continues through online programmes.
- Ensure all key stake holders, e.g referring schools and SEND Operations, are kept fully informed of the remote/on site offer.
- Teaching staff to differentiate remote resources and delivery, in consideration of pupil need.
- If there is a move to full remote learning for all, reasonable endeavours will be actioned.

Primary pupils (additional support)

- Pre- recorded lessons for pupils to access in their own time, or for when a device in the home becomes available.
- One to one session for parents with class teacher (if pupil is unable to access remote learning) to support parent.
- Personalised work packs for pupils, including paper based packs delivered to the home.
- Advice and strategies to support practical tasks and activities that can be done in the home.

Safeguarding and remote learning

CSS will be following best practice to ensure safe remote learning based on existing systems.

The following is intended as a 'checklist' of key points. Although not exhaustive, it may be useful to ensure it mitigates the risks to pupils and staff as far as possible:

- Risk assessments (RAG) will be undertaken to inform levels of support and welfare checks for individual pupils where it has been necessary to move to a remote learning offer.
- There is a code of conduct for staff and pupils using online platforms (See Online Learning and Communication Policy)

- During online activity teachers should be in a neutral area, as should pupils (e.g. pupils should not be in their bedrooms) and all parties should be appropriately dressed. Pupils should be reminded how to keep themselves safe online. Pupils and teachers should use school-allocated
- email addresses, not personal ones, or use usernames and passwords – which must not be shared with others.
- Pupils' personal information such as their location, date of birth or phone number should be kept private.
- Staff should already be familiar with the signs of abuse and how they should act if they suspect this, or receive information that suggests a pupil is at risk of harm – the school's Child Protection policy.
- Schools and colleges should provide parents and pupils/pupils with information on how to keep safe online and how to report concerns (could direct them to the online safety guidance).
- Parents should inform the school if they have any concerns about their child's safety online.
- If we do not see any level of engagement or are unable to speak to a parent/carer, we will carry out a doorstep visit (after 3-5 days, depending on the level of welfare concern).
- Parents should regard 'engagement with remote learning' with the same importance as 'attendance on site' – and should note that all non-engagement will be followed up with a first day welfare call.

Staff will take the usual care when producing learning materials, taking into account the difficulties individual children may have if a topic is personally difficult for them or may trigger a response which would need support from a member of staff.

Useful Resources

Here is a list of resources which you may find useful in planning and delivering your remote learning offer. Please get in touch if you would like support or to discuss any of these further.

- [Continuity of learning - Secondary schools](#)
- [Recording voice-over PowerPoints presentation notes](#)
- [Recording voice-over PowerPoints](#)
- [Settings Assignments in Teams](#)
- [Teams Overview and Activating your Classes - presentation & notes](#)
- [Teams Setting Assignments - presentation & notes](#)
- [Technology solutions to support isolated teaching and learning](#)
- [Using Teams and Activating a Class](#)
- [Linking Teams to a MIS <https://docs.microsoft.com/en-us/schooldatasync/overview-of-school-data-sync>](https://docs.microsoft.com/en-us/schooldatasync/overview-of-school-data-sync)
- [Downloading and using Office365 applications on your own computer](#)
- [EEF: Using Digital Technology To Improve Learning](#)
- [DfE page on technology support for schools during the pandemic](#)
- [The Oak Academy](#)
- [Class Dojo](#)
- [BBC Bitesize](#)
- [White Rose Maths](#)



- Jisc provides curriculum content mapped against qualifications and national standards for 5 vocational subject areas:
 - construction
 - digital and IT
 - education and childcare
 - health and social care
 - hairdressing
- CPG Study at home materials: <https://www.cgpbooks.co.uk/secondary-books>
- World Skill is a careers advice toolkit, which provides resources to support pupils to think about their future
- e-books for FE relating to vocational and academic subjects and qualifications
- Teach Tom and skill with me, which provide short video masterclasses and tutorials