



## Remote Learning Strategy

As a school we are committed to providing a high-quality curriculum that can be accessed immediately by all of our students from home when they require it. This could be one student isolating at home, or on a larger scale in the event of a year group isolating at home for a set period of time as implemented by Public Health England.

This Remote Learning Strategy is required in line with the guidance given to schools in the Department for Education's [Guidance for full opening: schools](#) which states that '*remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown*'. A further extract of the guidance is found in the Appendix at the end of this strategy.

Our strategy will ensure that students continue to follow their planned learning journey at any given time when remote learning is needed and is appropriate for individual students learning at home, as well as larger cohorts who are accessing their learning from home.

### To achieve this our school will...

1. For an individual student, provide work for completion for the duration of absence, to the student's subject Showbie area (every student is a member of their subject Showbie class). The amount of work will reflect the number of hours the student is taught over a 2 week period.
2. For a partial year group closure, provide work for completion for the duration of absence, to the student's subject Showbie area (every student is a member of their subject Showbie class). The amount of work will reflect the number of hours the student is taught over a 2 week period.
3. For a whole year group, teachers will provide live teaching via Zoom for every lesson so students will follow their normal timetable for each day the year group is away from school. The Zoom link for the lesson will be provided via the class Showbie account. A class register will be taken for any live interaction and student absence will be reported through ClassCharts.
4. Ensure the work mirrors what is being completed either:
  - i. in their usual class by other students who remain at school
  - ii. in the result of a lockdown or year group isolation scenario, the work will continue to follow the learning journey the students are on in each subject wherever possible.
5. Ensure teachers assess and provide feedback for all work completed at home and uploaded to Showbie (non-completion will be logged on ClassCharts).
6. Provide access to all resources required to complete the work – this could include the loaning of IT equipment such as an iPad or laptop, the provision of internet access, or hard copies of textbooks or worksheets etc.
7. Ensure contact from a student's tutor if they are away from school for a 2-week period to ensure we are fully supporting learning from home.

### To achieve this our students will...

1. Have joined all of their subject Showbie classes to enable them to receive and submit work
2. Wherever possible, continue to meet deadlines set by their teachers when their work is set via their Showbie class
3. During their daily tutorial session, watch the relevant assembly video or read their personal reading book
4. Email their teachers with any queries about the work set
5. Join all live interactions via the Zoom link uploaded to their class Showbie area.

### To achieve this our parents will...

1. Check that their child has attended their scheduled online lesson as per their normal timetable
2. Have set up their ClassCharts parent account that enables us to send notifications directly to them if your child misses a lesson
3. Check that they have submitted their completed work, as required, to the relevant platform
4. Have made sure that their child is 'ready to learn' at the start of each day with their basic resources ready such as;
  - Pens – variety of colours for excellent note taking
  - Pencils
  - Ruler
  - Maths equipment, including calculator
  - Highlighters
  - Exercise book / sketch book / note taking paper etc.
5. Have encouraged their child to have switched on their camera as this improves the online learning experience of the class and makes things easier for the teacher - this is not a requirement: just a request!
6. Has ensured that their child has their real name as their Zoom name as they enter the lesson – if they do not have their name, they won't be allowed access to the lesson.

This strategy will be reviewed regularly to ensure it reflects the latest Department for Education guidelines.

## Appendix

Extract from the Department for Education's [Guidance for full opening: schools](#): *'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.'*

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is 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 so schools should work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we expect schools to:

- 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 practiced 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.