Remote education expectations

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require 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 curriculum, for example through technology, and have a strong contingency plan in place for remote education provision. 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 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 secondary schools teaching pupils remotely in a rota system because of tier 2 local restrictions, modified remote education expectations apply. These can be found in how schools can plan for educational tier 2 local restriction.

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

We have now published a temporary continuity direction which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.

Schools' duty to provide remote education

Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision.

The Secretary of State has given a temporary continuity direction in order to require schools to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect on Thursday 22 October 2020. Read the remote education temporary continuity direction explanatory note for more information. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in the guidance for schools published in June.

When should this be used?

Holy Cross will move to remote learning if a pupil has to self-isolate at home due to Covid-19 regulations.

- Class bubble has been asked to self-isolate because of close contact in school
- Pupil has Covid-19 Symptoms and is self-isolating pending a test result
- Pupil is self-isolating because of a confirmed case in the child's household

In all other scenario pupils should be in school accessing the normal school work.

Emergency Work Pack

In the even that a bubble should have to self-isolate we have prepared a two-day emergency work pack for each pupil that has been sent home ahead of any closure.

This pack should only be used when the school advices parents that it should do so.

Remote Learning

Holy Cross will use Microsoft Office 365 and Tapestry as the preferred platforms to deliver remote learning for pupils in the event of a closure.

www.office.com   https://tapestryjournal.com/

Username and Passwords
Each pupil in school has been issued with a username and password for Office 365.

Parents in Reception already have Tapestry Usernames and Passwords.

Remote Learning Class Work

The work set by each class's teacher will meet the expectations as laid out by the government.

- 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

The work set will be a continuation of what has been planned within each year groups Long /medium term plans. In the event that the unit cannot be delivered remotely it will be swapped to a unit more suitable for home learning.

The work set will include
- Two RE lessons a week.
- Daily maths lesson
- Daily English lesson
- Daily Phonics lesson (Foundation and Key Stage 1)
- Daily Spellings/Comprehension (Key Stage 2)
- Each day there will be lesson for one of the foundation subjects (Science, History,
- Geography, Music, Computing, Art, Design Technology).

What happens if a child cannot access the learning through technology?

In the event that a pupil is not able to access the learning remotely through the use of IT the school will provide printed resources in line with the guidance.

In the case that the pupil who is unable to access the remote learning through technology the school will explore the DfE Disadvantaged laptop scheme.

"Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)"

https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19

The school also has a limited number of old laptops that are available for loan.
Allocation of these resources will be on a first come first served basis.

Pupil Expectations

• Log into Microsoft Teams each day to access the learning activities for that day.
• Take a full and active part in completing all learning activities.

Parents are responsible for

- Setting a clear routine for their child with set times for completing learning.
- Supporting children to complete the learning activities set.
- Contacting the class teacher with any questions or for clarification about the learning set or to let them know if their child is struggling with the work.
- Ensuring learning set is completed.

Communication

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 with 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.