

REMOTE EDUCATION PROVISION

Definition: Remote education, which may be in a variety of formats, allows children to continue learning from home in the event of short term or long-term absence from school.

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Introduction

This document outlines our contingency plans for remote learning, should the need arise for this to be provided in cases where it is not possible, or is contrary to government guidance, for some or all students to attend school.

In the rare instances remote education should need to be provided, these plans are underpinned by the moral imperative to safeguard curriculum continuity and ensure that no students fall behind.

OUR PRINCIPLES

Our remote learning provision will include:

- **Curriculum continuity:** remote education follows the same curriculum sequence as face-to-face teaching.
- **High quality resources** that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps. This includes use of video lessons and narrated powerpoint presentations, as appropriate.
- **Feedback and assessment of learning** is regular, in line with normal curriculum expectations.

PRIORITISING ATTENDANCE

Guidance from the Department for Education states that remote education should not be viewed as an equal alternative to attendance in school and should only ever be considered as a 'last resort'. It goes on to specify two categories whereby remote education might be employed:

1. School closures or restrictions on attendance, where school access for pupils is restricted
2. Individual cases where a pupil is unable to attend school but is able to learn

(DfE, 2023)

It is important to have contingency plans in place to ensure that, even in exceptional circumstances, students' learning is not affected.

Providing remote education in the event of school closures or restrictions on attendance

In the unlikely event of school closures or restrictions on attendance due to, for instance, reasons associated with student safety, remote education will be provided for all students as follows:

- ✓ Students would **follow their normal timetable each day**
- ✓ All resources would be accessible on **Satchel One**
- ✓ Most lessons would be in the form **asynchronous videos**
- ✓ Teachers would **gather data on students' learning** (i.e. through quizzes and other tasks) to enable the teacher to **provide feedback** and **teach responsively**
- ✓ Students would receive **daily contact** from staff (to include teacher feedback)

There would be some exceptions to students following their normal timetable. For instance, Core PE lessons would not be provided.

Providing remote education where a student is unable to attend school but is able to learn

DfE guidance states that

There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include: pupils recovering from short-term infectious illnesses, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recovery.

(DfE, 2023)

In instances such as those mentioned above, remote education would be provided on a short-term basis as an alternative to no education at all during the time-period the student is physically unable to attend school. It would be a supportive, short term measure to mitigate against loss of learning and would support reintegration back to school as soon as is practicably possible. It is important to note that, in such instances, **students accessing remote provision would still be marked as absent on the register**. If an individual is accessing remote education due to being unable to attend school but able to learn, provision would differ to the model outlined above. Instead, the student would:

- ✓ Receive a link (via school e-mail) to an online portal of learning resources and self-study materials
- ✓ Follow their normal timetable, accessing resources for each subject accordingly
 - Resources are well signposted so that students can easily ascertain their starting point for self-study, based on where they are up to in the curriculum sequence
- ✓ E-mail their teachers with any questions and completed work, for guidance and feedback

USE OF TECHNOLOGY AT RUSHEY MEAD ACADEMY

- At Rushey Mead we recognise the importance of utilising technology to enhance our students' learning. We understand the important role this will play in our students' future preparedness for their next stage of learning and life-long opportunities.
- We have a rich and diverse range of technologies which our students access and are taught how to use in discrete lessons and within the curriculum.
- Technology would play a pivotal role in remote learning and all future learning and communication with parents.
- Students would be taught how to utilise the technology during Computer Science lessons and tutor times. Students with SEND needs or who are new to English would be given support in using the technology during mentoring sessions by the relevant teams.
- Videos have been created for both staff and students which would demonstrate how to use the technology.

Digital and/or online access

We recognise that some students may not have suitable online access at home. The following approaches would support those students to access remote education in the exceptional cases whereby this might be required:

- Let the school know if you cannot access Satchel One at home;
- If you are unable to access the internet, we would provide you with paper resources;
- If you have the internet but do not have a suitable device, we would aim to provide one so that you are able to access learning online.

ONLINE RESOURCES

Please note some of the resources are specific to certain subjects

Resources	Uses
Microsoft Teams	Teachers would set work for students in their class on Teams, either individually in Class Notebook, or in Assignments. Teachers would provide lesson resources to whole classes, enabling them to return to the lesson and double check notes / understanding. Teachers would provide feedback to students on their work. Students would submit work through Assignments and provide feedback to their teacher. Q&A Live sessions for students to address misconception. Blended learning tasks and communication between student and teacher to guide and support classwork completed at home.
Class Notebook	All lesson material for KS4 (Computer Science) would be delivered through Class Notebook, all students have their own digital notebook. Resources are streamlined to them, can link to assignments on Teams

Satchel: One	Messages would be sent home. Setting homework and providing links to other platforms. Can be used to create quizzes, spelling tests, differentiated feedback tasks. Can link video tutorials and other external links.
Quizlet	Creating flashcards. Engagement in games through Quizlet live. Create test option. Can create classes and monitor activity of students. Ready-made content available.
Dr Frost Maths	Database of thousands of GCSE questions with helpful teaching slides and videos to support learning, used mainly for KS4 homework and signposted for students independent learning. Trackable.
Hegarty Maths	Ready-made, video teaching content. Trackable.
MathsWatch	Database of video clips and questions used for homework and signposted for students independent learning. Trackable.
Diagnostic Questions	A platform to remotely gauge students' understanding on mathematical topics using short quizzes to draw out misconceptions and areas of weakness.
www.rusheymeadmaths.weebly.com	Assessment dates, homework, revision guidance for both KS3 and 4 maths classes.
Smart Revise (Computer Science)	Students are able to complete a bank of questions for computer science and understand key definitions.
Seneca Learning	Offers a range of courses used to aid revision and retrieval practice.
Diagnostic Questions/EEDI (Computer Science)	Can use set questions that are already set up, create teacher accounts, analyse results, find common misconceptions.
Foldr	Resources from various subjects. Access from the school website (school portal) with the school user name and password.
Collins Connect	This is a text book on line which can be used anytime for free. Access from the school website, student portal.
Twig	An online library of science videos, including a glossary of words and meanings. Students can watch these anytime to help.

Educake	Science quizzes to help revision and recall.
Focus eLearning	Online science experiment simulation software to help with understanding some concepts and the required practical work.
Kerboodle	Lessons, Resources, Assessment, and Kerboodle Books. Students can annotate digital textbook and add notes. Can be used to set homework and quizzes.
GCSEPod	3-5 min bursts of GCSE learning, rigorously quality assured and mapped to all major GCSE exams boards.
Wordshark	Wordshark provides a fun and effective games-based solution for students learning to spell and read.
Vocaroo	Online voice recorder. Can be used to send students verbal feedback on work and progress. Students can use to record themselves speaking in French and email clips to their teacher for feedback.
Linguascope	Interactive language learning website. Students can play language learning games and activities to enhance their vocabulary.
Atantot	Interactive language learning website. Students can play language learning games and activities to enhance their vocabulary.
Languagesonline	Interactive learning website. Students can practise a range of grammar points at their own pace.
RMA Multi Media drive	Students can store and access work from home and school in certain subjects, e.g photography .
Oak Academy	Ready made lessons used to complement the teaching of the curriculum.
Padlet	Online tool that is best described as an online notice board. The notes posted by teachers and students can contain links, videos, images and document files.

MONITORING ENGAGEMENT

In the unlikely event of scenario 1 (providing remote education in the event of school closures or restrictions on attendance) coming into play:

- Teachers would check engagement and support those who do not fully engage in remote learning.
- Teachers would follow up students who are persistently not engaging in their subject and Consequences would be given if the work is not submitted.
- Weekly non-engagement Consequences data would be shared with tutors, who would follow up non-engagement with their tutees.
- Year teams would make phone calls home to those students who are persistently not engaging.
- The SEND department and Teaching Assistants would provide support to students who are not engaging.
- The Language Development Team would provide support to the 'New To English' cohort who are not engaging.
- The Reading team would provide support to the students who are struggling.

SUPPORT FOR TEACHERS

- Refresher training would be organised for staff so that teachers can provide remote teaching confidently.
- Digital Champions would be appointed and available on MS Teams during whole school closure to provide support with technical issues.
- Teaching and Learning SLT would provide links to websites and videos that would provide technical support for teachers.
- Pre-recorded guidance videos would be shared to support staff training.
- One to one training sessions would be provided when necessary.
- PL training sessions would be delivered to support teachers and develop their IT skills to ensure that remote teaching is of high quality.

SUPPORT FOR STUDENTS

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

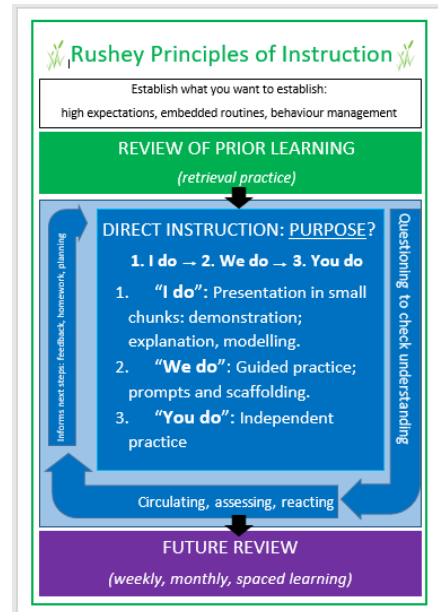
- Teaching assistant key workers would call home often to check in and arrange reasonable adjustments where necessary.
- Support would be given to SEND students to explain work, chunk down the learning and plan for rest breaks.
- The learning support and reading teams would provide interventions remotely.
- Students with SEND would be offered in school provision, where it was safe to do so, where their key worker would attend to support.
- The Language Development and Reading Teams would provide support to the 'New To English' and reading support cohorts.
- Tutors would support tutees in their tutor group and keep in contact with them
- Students would have access to a range of videos showing them how to solve common problems.
- Booklets with guidance on how to work from home would be given to all students, these have also been translated for NTE students.

RUSHEY PRINCIPLES OF INSTRUCTION

The key principles of remote learning follow our model for teaching and learning. The fundamentals of teaching a remote lesson are the same as teaching a classroom lesson and should follow the **Rushey Principles of Instruction**.

Revisiting **prior learning**, giving a clear **purpose**, **direct instruction** through teacher **explanation** and **demonstration**, **guided practice** through **modelling/scaffolding**, **independent practice**, and **feedback**, are still fundamental to effective learning.

It is essential that what is learned at home aligns with what is taught in school - students should be set work to do at home that gives them opportunities to practise what has been modelled for them in the classroom.



Rushey Remote Learning Expectations

- Students should be given 5 hours of learning time per day. Teachers should use their professional judgment when setting work for their own class, and bear in mind that some students may take longer to complete the work when on their own. Where necessary, teachers should adjust the length of the lesson using feedback from students.
- The work for the lesson must be clearly laid out as an **Assignment in Teams**, labelled with subject, day, date and lesson, e.g. French Monday 18th January lesson 3. This must be scheduled to appear by 8.30am of the day of the lesson.
- Homework can be given to complement or consolidate the learning in the lesson, as would happen in usual lessons. This should be set on **Satchel:One** and be well signposted from the lesson so the expectations of students are clear. The homework should be clearly labelled with subject HOMEWORK, day and date, e.g. French HOMEWORK Monday 18th January. A reasonable deadline should be given, in line with usual faculty policy.
- A pre-recorded lesson PowerPoint must be clearly labelled and the message on the first slide should have the title of the topic and lesson number (if appropriate).
- A pre-recorded lesson should include expected timings, e.g. pause the video for one minute, complete the grid in 30 seconds, etc.
- Instructions must be very clear throughout the lesson.
- The lesson should start with a review of prior learning.
- At the start of a new episode of learning the students must be told the purpose of the lesson and given clear success criteria.
- Direct Instruction should be used to teach new learning, starting with 'I do' – the new information should be presented in bite-size chunks.
- PowerPoints and pre-recorded lessons should include audio recordings or videos with clear explanations. These should be clearly signalled to the students so they know to listen to the audio or watch the video, and should be concise to allow more time to complete the activity.
- Key vocabulary should be included and explained. Pronunciation should be given via recordings and the opportunity to revisit vocabulary should be exploited throughout the lesson.
- The 'We do' part of the learning episode should include worked examples before students complete any work independently – support prompts and scaffolding should be provided to offer plenty of guided practice.
- The work must be differentiated, either by amount of scaffolding or extension activities to stretch and challenge.
- Students should be given the opportunity to do any independent practice ('You do') and put the learning into practice, this could be exam questions, a quiz, essay writing, etc.
- Adequate feedback should be given, this might be a whole class email, or cut and paste individual emails, or via Teams meetings with targeted groups of students. This should follow subject faculty policy.
- Live lessons on MS Teams should be scheduled to support students' learning; this may be to give feedback, consolidate learning, address misconceptions, etc and should follow the Rushey Principles of Instruction, according to faculty policy.