



Remote Education Plan

Overview

Remote education should be accessible for pupils who are not able to attend the school during a period of isolation or due to government interventions regarding Covid-19, which will enable them to continue with their education.

The remote education plan will be shared with pupils, parents, staff and governors and shared on the school website, to ensure consistency of expectations and participation.

We aim to:

- link the school's curriculum sequence and expectations to remote learning, ensuring that knowledge and skills are built incrementally
- provide frequent, clear explanations of new content, delivered by a member of staff or through high-quality curriculum resources
- give access to high-quality online or offline remote education resources, for example Oak Academy, BBC Bitesize, Lexia, MyMaths
- use consistent online tools across the school in order to allow interaction, assessment and feedback
- work with families to deliver a broad and ambitious curriculum for all groups of pupils, taking into account their different needs and access to technology

Contingency Planning

Majority of pupils are in school.

Individual pupils or small groups isolating due to COVID regulations.

Procedure

Attendance manager to inform all staff of pupils who are isolating due to COVID restrictions.

Pupils access Remote Education through Teams, following their daily timetable.

Teachers to use Teams to set meaningful work in line with school curriculum and daily planning, ensuring work is adapted to meet the needs of the pupils. Pupils submit work daily through Teams and teachers provide feedback in line with school marking policy (at least weekly).

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| | <p>Teachers to monitor pupil engagement weekly with remote education and register any concerns with Curriculum Managers. Parents notified of pupils not accessing remote learning.</p> <p>Pastoral support provided through weekly wellbeing and engagement with learning calls.</p> |
| <p>Worcestershire Children First / LA / Government intervention.</p> <p>Remote learning full time for majority of pupils, with vulnerable children and children of critical workers continuing to attend.</p> | <p>Attendance manager to inform all staff of vulnerable children and children of critical workers continuing to attend.</p> <p>Staff to be informed of staffing timetable for vulnerable children and children of critical workers.</p> <p>Pupils access Remote Education through Teams, following their daily timetable.</p> <p>Teachers to use Teams to set work in line with school curriculum and daily planning, giving access to high quality remote education resources, ensuring work is adapted to meet the needs of the pupils. Assignments should be set for pupils to complete and submit, following their daily timetable.</p> <p>Teachers will follow their daily timetables, being available on Teams to respond to questions / communication from pupils using the Teams chat function.</p> <p>Teachers provide assessment and feedback of assignments in line with school marking policy.</p> <p>Subject Leaders to ensure clear explanations of new content, guiding teams to high-quality resources online (Oak Academy, BBC Bitesize) or through centrally recorded demonstrations.</p> <p>Teachers to monitor pupil engagement with remote education daily and register any concerns via online tracking form.</p> <p>Teachers have scheduled face-to-face meeting time with pupils: pupils have one face-to-face opportunity per day, through Teams Meetings. Pupils will participate in touchpoint meeting sessions for English (x2), Maths (x2) and a Form Tutor (x1) session each week. The purpose of these meetings will be to encourage engagement, introduce new content, address misconceptions and provide further areas of focus.</p> |

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| | <p>Pastoral support provided through fortnightly form tutor welfare phone calls: priority for these calls will be to pupils not accessing remote education to raise concerns with parents. Form Tutors to liaise with Curriculum Managers to ensure all pupils have access to learning.</p> <p>Further pastoral support provided through access to the Thrive email.</p> |
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