

Remote Learning

The first four pages of this document, detail **current government guidance** (as of 5.1.21), about Remote Learning, which can also be found here:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

Parental engagement is consistently associated with academic success. At Talbot House we have utilised the Education Endowment Fund (EEF) checklist of five statements to design ways for parents to access and support their child's home learning.

1. Communication of home learning to parents and carers is simple and accessible.
2. Activities have been planned and adapted to meet the needs of our families, who are from a broad range of socioeconomic, educational and cultural backgrounds.
3. Simple, practical strategies are given to parents and carers, suggesting ways they can support home learning.
4. Opportunities for parents to promote self-regulation are provided alongside the programme of work set.
5. Where there is parental demand for ways to support their children further, ideas for consolidating learning is provided.

In addition, we work with consideration of the tips, provided by the EEF, when considering our approach and these can be read here

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for schools/Parents and carers engaging in home learning - A checklist for schools.pdf?fbclid=IwAR3VfYITLen5c4UzL5s-o1AL91qCPYxnsYuFkKil0LKtzDt1Ekp0Kw4WK9I](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Resources%20for%20schools/Parents%20and%20carers%20engaging%20in%20home%20learning%20-%20A%20checklist%20for%20schools.pdf?fbclid=IwAR3VfYITLen5c4UzL5s-o1AL91qCPYxnsYuFkKil0LKtzDt1Ekp0Kw4WK9I)

Keeping pupils and teachers safe during remote education is essential and all school staff should ensure they are continually following current DfE Guidance, which can be read here

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

This guidance is to help schools and teachers support pupils' remote education during the coronavirus (COVID-19) outbreak. It should be read alongside statutory safeguarding guidance on keeping children safe in education.

Page 5 of this document details what Remote Learning will look like at Talbot House for our cohort of Upper School pupils and Page 6 provides details for our Primary provisions.

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. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision.

DfE understands that, thanks to the dedication of teachers and school leaders, the vast majority of schools are already delivering remote education when it is needed and continually improving their provision in line with expectations and emerging best practice. Schools should be aware that any DfE and Ofsted engagement concerning remote provision will always take into account the

circumstances of the school and its pupils, including staff absences related to coronavirus (COVID-19).

Note that the expectations set out in this guidance are for schools rather than for individual teachers.

In developing their remote education, we expect schools to:

- 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
- 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 - for pupils with SEND, their teachers are best placed to know how to meet their needs
- publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an [optional template](#) is available to support schools with this expectation

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
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
 - primary: 3 hours a day, on average, across the school cohort
 - secondary: 4 hours a day, with more for pupils working towards formal qualifications this year
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- 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

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 can find help and support in the [remote education good practice guide](#) and school-led webinars.

Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- [safe remote learning](#), published by SWGfL
- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [safeguarding and remote education during coronavirus \(COVID-19\)](#)
- annex C of [keeping children safe in education](#)

Remote education support

Read how you can [get help with remote education](#) for links to a range of support for schools.

This support has been co-designed with schools and will include a range of [school-led webinars](#) and resources intended to share good practice. This is in addition to the video lessons offered by the sector-led Oak National Academy and other providers of quality education resources.

Available support includes peer-to-peer advice and training through the [EdTech Demonstrator programme](#), as well as guidance on how schools can order devices and [get help with technology for remote education](#).

Remote Learning at Talbot House (Upper School)

Sessions	Expectation	Responsibility	Monitored by
Morning subjects	<p>Remote teaching of subjects will follow the same timetable as in school teaching. This means that Teachers and LSAs will make contact with the pupils in the Group they would be usually teaching in school at that time.</p> <p>Sessions can be delivered in a variety of flexible ways to suit each teaching group/individual pupil. For example, the teacher or LSA contacting each pupil for 20 minutes each (based on there being 4 pupils) or a whole group online session for 10 minutes then each pupil having 15 minutes each 1:1 with the teacher or LSA.</p> <p>Tasks would be given to the pupils to complete independently during the session, when they are not receiving direct teaching.</p>	Subject Teachers	SLT
Afternoon Enrichment	LSAs and Care Team to deliver purposeful remote Enrichment activities. For example, this could be a cooking competition or AQA award that can be completed at home.	Coordinated by Graham	SLT
All provision	The EHCP tracking document will continue to be completed.	All staff	SENCo
	Daily contact log and weekly CPOMs log completed – for example what did the pupil engage with/complete?	<p>Subject Teacher/LSA for morning subject sessions.</p> <p>LSAs/Care Team for afternoon enrichment sessions.</p>	SLT
	Any and all safeguarding concerns brought to the attention of the DSL or a Deputy DSL immediately.	All staff	DSL and Deputy DSLs

Each afternoon, Teachers will have PPA time to facilitate the delivery of our quality remote teaching and learning.

Remote Learning at Talbot House (Primary)

Sessions	Expectation	Responsibility	Monitored by
Morning subjects	<p>Remote teaching of subjects will follow the same timetable as in school teaching. This allows for pupils to have the same routine as they would have in school. Class teams will contact pupils each morning to support with work.</p> <p>Sessions can be delivered in a variety of flexible ways to suit each differentiated group or individual pupil. For example, 1:1 teaching time with the class teacher, 1:1 teaching time with an LSA/HLTA, small group teaching time with the class teacher, small group teaching time with an LSA/HLTA. Occasional whole class teaching where applicable.</p> <p>Tasks (via a work pack or online learning) would be given to the pupils to complete independently or with the support of a parent during the session, when they are not receiving direct teaching.</p>	Teachers, supported by LSAs and HLTAs	SLT
Afternoon Enrichment	LSAs, HLTAs and Care Team to deliver purposeful remote Enrichment activities. For example, this could be a cooking competition or AQA award that can be completed at home.	Coordinated by Ian and Sarah	SLT
All provision	The EHCP tracking document will continue to be completed.	All staff	SENCo
	Daily contact log and weekly CPOMs log completed – for example what did the pupil engage with/complete?	<p>Subject Teacher/LSA for morning subject sessions.</p> <p>LSAs/Care Team for afternoon enrichment sessions.</p>	SLT
	Any and all safeguarding concerns brought to the attention of the DSL or a Deputy DSL immediately.	All staff	DSL and Deputy DSLs