

## Remote Learning Plan: 28<sup>th</sup> September 2020 onwards

Updated 18<sup>th</sup> December 2020

### Context:

Government have published within the full opening guidance details on how remote learning is expected to be delivered.

[Guidance for full opening: schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/guidance-for-full-opening-schools)

Definition of remote learners – those at home awaiting a test, in isolation following a positive test in household or learning at home due to a partial closure of the school as a result of a local lockdown or teacher shortage

### Expectations:

“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.”

### **Roles and responsibilities**

Sapientia Education Trust – share with school's information from DfE, provide training and support for Senior Leadership Team and Governors on best practice for remote learning and quality assurance, monitor the school's approach

Governing board – monitor the school's approach to providing remote learning and make sure staff are certain that systems are secure. Peter Porter (CoG) will monitor this area.

Senior Leadership Team – review school's approach and make amendments as required, ensure systems are place, provide adequate training for staff and students, communicate a quality assurance process to staff

Teachers – follow systems as required including setting and assessing work, providing feedback, keeping in touch with pupils and parents, attend meetings and training where required

Pupils and parents/carers – be contactable during the required times, complete work to set deadlines and seek help from teachers/the school when needed

## FEHS System for Remote Learning

Our approach will be linked to the number of students who are well but not able to be in school either through authorised self-isolation due to contact with an individual with a positive Covid test or partial closure due to teacher self-isolation or closure due enforced Government lockdown restrictions.

Phase	Number of students needing to access remote learning	Email to be sent (see appendix for wording)	Frequency of school one to one contact – call via Teams or home phone (see appendix)	How work is accessed, submitted, assessed*
1	1 - 50	1	Once per week	Teacher provided materials e.g. History work booklets, Microsoft Teams & Show My Homework
2	51 - 160	2	Once per week	
3	161 – 320	3	Once per week	
4	321+	4	Once per fortnight if have a key characteristic	

\*Those students who do not have access to a device at home are requested to contact Mrs Arnold to organise collection of alternate resources and support for a device to be in the home

### **Phase 1:**

This phase is likely to be when students are self-isolating due to a confirmed contact outside of school or a member of their household awaiting a test or have tested positive.

- Attendance Officer to send Email 1 (appendix 3) to each family on contact with school and email to child (appendix 4)
- Attendance Officer to collate list of students absent for self-isolation twice per week and share with James Edwards (Deputy Headteacher)
- James Edwards identify which staff need to contact children to support with remote education and well-being (appendix 2)
- Identified member of staff to add to BromCom communication log when calls made
- Publication of list of children well but self-isolating to all staff twice per week – this will be Tuesday and Thursday AM on Sharepoint (appendix 1)
- Staff to share work via Microsoft Teams and take in student responses in line with whole class (there will be a difference in content for practical subjects such as Food & Textiles due to available resources in students homes)
- If students do not have access to digital devices provision to be made to loan from school or provide paper copies
- Staff to set usual level of homework on SMHW and children to submit via Microsoft Teams
- If issues with work teachers to contact student directly OR share feedback with member of staff who is in contact

### **Phase 2:**

This phase is likely to be when students are isolating due to a confirmed contact within school or a significant number of staff are absent due to isolation or illness.

- Attendance Officer to send Email 2 (appendix 3) to each family on contact with school
- Attendance Officer to collate list of students absent for self isolation twice per week and share with James Edwards (Deputy Headteacher)
- Email to students sent via Business Support team (appendix 4)
- James Edwards identify which staff need to contact children to support with remote education and well-being (appendix 2)
- Identified member of staff to add to BromCom communication log when calls made
- Publication of list to all staff twice per week – this will be Tuesday and Thursday am on Sharepoint (appendix 1)
- Staff to share work via Microsoft Teams and take in student responses in line with whole class (there will be a difference in content for practical subjects such as Food & Textiles due to available resources in students homes)
- If students do not have access to digital devices provision to be made to loan from school or provide paper copies
- IF a whole class are absent lessons to be live on Microsoft Teams delivered by member of staff at home/in school
- Staff to set usual level of homework on SMHW and children to submit via Microsoft Teams
- If issues with work teachers to contact student directly OR share feedback with member of staff who is in contact

### **Phase 3:**

This phase is likely to be when school has partial closure and one or 2 year groups are at home due to a rota system. Partial closure could be due to an outbreak in school, local lockdown or teacher shortages.

- School Office to send Email 3 (appendix 3) to all families who are impacted by the partial closure
- Email to students sent via Business Support team (appendix 4)
- Key Worker students will be in school every day – they will need access to a laptop and timetable adapted linked to staff present in school this will be completed by Lisa Andrews and Dan Keates as a result of Microsoft Form booking system
- James Edwards identify which staff need to contact children to support with remote education and well-being (appendix 2)
- Identified member of staff to add to BromCom communication log when calls made
- Publication of list to all staff twice per week – this will be Tuesday and Thursday am on Sharepoint (appendix 1)
- Staff to deliver lesson live or via a recorded Loom, Powerpoint or Windows video or be available on Teams to respond to questions during lesson period (there will be a difference in content for practical subjects such as Food & Textiles due to available resources in students homes)
- If students do not have access to digital devices provision to be made to loan from school or provide paper copies
- Staff to set usual level of homework on SMHW and children to submit via Microsoft Teams
- If issues with work teachers to contact student directly OR share feedback with member of staff who is in contact

### **Phase 4:**

This phase is likely to be when school has partial or full closure and multiple year groups are at home due to a rota system. Closure could be due to an outbreak in school, local lockdown or teacher shortages.

- School Office to send Email 4 (appendix 3) to all families who are impacted by the closure
- Email to students sent via Business Support team (appendix 4)
- Vulnerable and Critical Worker students will be in school every day – if they need access to a laptop and timetable to be adapted linked to staff present in school this will be completed by Lisa Andrews and Dan Keates – this may be as a result of Microsoft Form booking system
- James Edwards identify which staff need to contact children to support with remote education and well-being (appendix 2)
- Identified member of staff to add to BromCom communication log when calls made
- Pastoral support resources to be shared via Teams including Votes for School, weekly quiz, assemblies (live or pre-recorded)
- Staff to share work via Microsoft Teams and take in student responses in line with usual timetable (there will be a difference in content for practical subjects such as Food & Textiles due to available resources in students homes)
- If students do not have access to digital devices provision to be made to loan from school or provide paper copies
- Staff to complete online form time once per week

- Staff who are able to deliver lesson live or via a recorded Loom, Powerpoint or Windows video or be available on Teams to respond to questions during lesson period
- If issues with work teachers to contact student directly OR share feedback with member of staff who is in contact

### **Data protection**

When working remotely FEHS staff will ensure that:

- We access data is via Microsoft 365 platform
- We share as little personal data as possible online
- We keep devices safe by making sure they are password protected and encrypted and have installed antivirus software
- We use a virtual background when presenting on Microsoft Teams and record lessons and share only via the Microsoft 365 platform

### **Links to other policies**

- Behaviour policy
- Data protection policy
- ICT and internet acceptable use policy
- Online safety policy

### **Review Schedule for Remote Learning Plan:**

It is the responsibility of the SET, Governors and Senior Leadership team to review the Remote Learning Plan. The review will occur each term or after a point of transition e.g. movement from Phase 2 or 3

### **Access to the Remote Learning Plan:**

Remote Learning Plan to be available on the school website from 28<sup>th</sup> September 2020 (kept under Policies section)

Information about how to access plan sent to all parents

Copy shared with Trust, Governors and all staff

Appendix 1:

List of absent students who are well but at home: (located on sharepoint and published Tuesday and Thursday am)

Year Group	Student Name	Key Characteristics	First Day Absence	Date of Return	Member of staff to contact

Appendix 2:

Organisation of one to one contact will use the chart below:

Student Characteristics	Who will organise contact	Contact
SEND	Anna Harvey – Assistant Headteacher inclusion	Either AH or LSA or Nurture teacher
Pupil Premium	Anna Harvey	Either AH or Form Tutor
Safeguarding Concern	James Edwards	DSL
Wellbeing Concern	Lisa Andrews	Either DoL, Deputy DoL or Form Tutor
None of the above	Director of Learning	Either DoL, Deputy DoL or Form Tutor

Appendix 3:

**Phase 1 Email**

Dear parent/carer,

Many thanks for contacting the school to let us know that your child/ren is/are self isolating as a result of Covid.

Our expectation is that whilst children are well they complete the same work as those in school. Therefore, your child will need to access classwork via Microsoft Teams and homework via Show My Homework. If they require support with passwords for systems please email [s.vandenbergh@set.education](mailto:s.vandenbergh@set.education) with their name and year group so he is able to reset.

If you child is unable to have access to a device at home to access work please contact myself as soon as possible so alternative resources can be provided for your collection and we can discuss school support for a device.

A member of school staff will be in touch to speak to your child/ren this week to check on their progress and answer any questions.

Many thanks for your support,

Mrs Becky Arnold

**Phase 2 Email**

Dear parent/carer,

Your child is currently unable to attend school due to the Covid pandemic. \*\* Add detail of why e.g. significant teacher absences, confirmed case

Our expectation is that whilst children are well they complete work following the same timetable as when they are in school. Therefore, your child will need to access classwork via Microsoft Teams and homework via Show My Homework. If they require support with passwords for systems please email [s.vandenbergh@set.education](mailto:s.vandenbergh@set.education) with their name and year group so he is able to reset.

If you child is unable to have access to a device at home to access work please contact myself as soon as possible so alternative resources can be provided for your collection and we can discuss school support for a device.

A member of school staff will be in touch to speak to your child/ren this week to check on their progress and answer any questions.

Many thanks for your support,

Mrs Becky Arnold

### **Phase 3 Email**

Dear parent/carer,

Our school is unfortunately at the stage where we are required to close for Year ... We do not have enough staff available on the school site to allow us to run our usual curriculum and therefore we are moving to a rota system. Our aim is to allow Year ... to return to school for face to face lessons on DATE.

If you are a key worker and require your child to be in school please complete the Microsoft Form LINK so we can accommodate for your child in school.

Your child will be accessing their education remotely via Teams and Show My Homework. If they require support with passwords for systems please email [s.vandenbergh@set.education](mailto:s.vandenbergh@set.education) with their name and year group so he is able to reset.

If you child is unable to have access to a device at home to access work please contact myself as soon as possible so alternative resources can be provided for your collection and we can discuss school support for a device.

Each day will be a mixture of live lessons, video recording of lessons, worksheets and teacher support Q&A groups. Please remind children that our usual behaviour expectations apply during online lesson opportunities. Please be aware that if a teacher is unwell they will not be delivering live lessons. Staff shortages add to the workload of those available staff so it may be in some subject areas work is set by a member of staff who is not the usual class teacher or you could be directed to a web based resources from sites such as BBC Bitesize, OAK Academy or Edlounge.

A member of school staff will be in touch to speak to your child/ren this week to check on their progress and answer any questions.

Many thanks for your support,

Mrs Becky Arnold



## Phase 4 Email

Dear parent/carer,

Our school is unfortunately at the stage where we are required to close for Year ... We do not have enough staff available on the school site to allow us to run our usual curriculum and therefore we are moving to a rota system. Our aim is to allow Year ... to return to school for face to face lessons on DATE.

If you are a key worker and require your child to be in school please complete the Microsoft Form LINK so we can accommodate for your child in school.

Your child will be accessing their education remotely via Teams and Show My Homework. If they require support with passwords for systems please email [s.vandenbergh@set.education](mailto:s.vandenbergh@set.education) with their name and year group so he is able to reset.

If your child is unable to have access to a device at home to access work please contact myself as soon as possible so alternative resources can be provided for your collection and we can discuss school support for a device.

Each day will be a mixture of live lessons, video recording of lessons, worksheets and teacher support Q&A groups. Please remind children that our usual behaviour expectations apply during online lesson opportunities. Please be aware that if a teacher is unwell they will not be delivering live lessons. Staff shortages add to the workload of those available staff so it may be in some subject areas work is set by a member of staff who is not the usual class teacher or you could be directed to a web based resources from sites such as BBC Bitesize, OAK Academy or Edlounge.

Pastoral sessions will also be available including our weekly quiz and assembly programme. Your child's tutor or Director of Learning will be in touch to organise a tutor time session where children can ask questions and for additional support.

Many thanks for your support at this difficult time,

Mrs Becky Arnold

*Appendix 4:*

### **Email to child self isolating**

Everyone at the school wishes you and your family good health during your period of time at home.

Please find below a range of links that you may find useful:

#### *Safeguarding*

If you have a safeguarding concern, please contact one of the school's DSLs:



[j.edwards@fehs.set.education](mailto:j.edwards@fehs.set.education)

07377535147



[a.harvey@fehs.set.education](mailto:a.harvey@fehs.set.education)

07377535025



[d.skinner@fehs.set.education](mailto:d.skinner@fehs.set.education)

07377535180



[b.player@fehs.set.education](mailto:b.player@fehs.set.education)

07377536018

**If you feel in immediate danger please call 999**

### *eLearning & Safety*

You will be using your computer more during this time – please remember to stay safe online by following these guidelines;

- Protect your online reputation and think before you post. Content posted online can last forever and could be shared publicly by anyone.
- Don't post any personal information about yourself online, and ensure there is no information either in your posts or within the privacy settings of your device which shares your location publicly.
- Protect your passwords and never share them, not even with friends.
- Don't open emails from unknown senders or accept friend requests from strangers. Remember that not everyone online is who they say they are.
- Treat others with respect online, and if you receive harmful content online, shut down your device and report to a trusted adult.
- Report any harmful content you receive online to one of the DSLs
- You can also report harmful content to [www.ceop.gov.uk](http://www.ceop.gov.uk), or seek help from Childline ([www.childline.org.uk](http://www.childline.org.uk)- 0800 1111) or The Mix ([www.themix.org.uk](http://www.themix.org.uk)- 0808 8084994)

### *Well-being*

You may feel anxious about being at home or about the virus – the following website has lots of support ideas or you can use the text service for **JustOneNorfolk** 0300 300 0123  
<https://www.justonenorfolk.nhs.uk/>

You can also find out more about self-care strategies by visiting [www.annafreud.org/on-my-mind/self-care/](http://www.annafreud.org/on-my-mind/self-care/)

For immediate support in a crisis you can also Text SHOUT to 85258 to speak to a mental health support volunteer day and night or visit [www.giveusashout.org](http://www.giveusashout.org)

### *General Support with Lessons*

If you would like to speak to a teacher please send an email to organise a time.

### *Support with ICT inc. passwords*

Please contact [s.vandenbergh@set.education](mailto:s.vandenbergh@set.education)

Appendix 5:

**Staffing:**

<i>I am well</i>	<i>I am unwell</i>	<i>I am self-isolating and well</i>	<i>I am self isolating and well but have dependents with no support in my household</i>	<i>I am well but my child has been told to self isolate</i>
In school, if within Phase 2, 3 or 4 deliver lessons as per timetable either live or via Teams	At home – usual cover arrangements in place (recorded as sickness absence)	At home – setting and marking work, engaging with meetings/events via Teams, if within Phase 3 or 4 providing some live or pre-recorded learning opportunities for students (not recorded as sickness absence)	At home – usual cover arrangements in place (recorded as sickness absence)	At work however, if your child is in need of care at home by yourself this will be recorded as Dependents Leave (as per SET HR policy)