

# Remote Learning Guidance

Academic Year 2022-2025



## **Aims**

The policy describes how we will maintain the education of pupils during full/partial closure of an Connect Education Trust school; from illness epidemic, extreme weather, power-loss, etc.

## **Implementation**

Where a class, group or small number of pupils needs to self-isolate, or there is a local/national lockdown, we will continue to support pupils' learning at home, through a strong model of remote learning.

Using a learning platform (Google classroom and/or other) our schools will ensure:

- 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.
- Access to high quality remote education resources.
- Online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are training in their use.
- Printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- Working with families to deliver a broad and ambitious curriculum where younger pupils and some pupils with SEND may not be able to access remote education without adult support.

## **Our Schools Will:**

- 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 and/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.
- Consider these expectations in relation to the pupils' age, stage of development and/or special educational needs and demand on parents' help or support.
- Avoid an over-reliance on long-term projects or internet research activities.
- Ensure staff are provided with the training and support to deliver remote learning effectively.

## **A Tiered Approach**

In implementing this policy, each school will consider remote learning for:

Tier 1 Individuals

Tier 2 Partial Closures

Tier 3 Full Closure

Within each tier, each school will provide detail of:

- Its digital learning platform and how it will be used.
- Alternative arrangements for those not able to access the digital platform.
- Subjects to be delivered.
- Curriculum content for each subject.

- How the content will be taught.
- The number of tasks to be completed each day.
- How much time in a day should be spent on each task.
- How the content will be assessed.
- How pupils will receive feedback.
- The resources to be used.
- Roles and responsibilities of pupils, staff and parents.
- Safeguarding protocols.
- How parents can access support and communicate with the teacher.

### **Pupil and Online Safety Away From School**

Schools will create their own protocols, based on the standards and expectations described below:

- National Teacher Standards
- Connect Education Trust Code of Conduct
- Connect Education Trust Safeguarding and Child Protection Policy
- Connect Education Trust Online Safety Guidance
- Connect Education Trust Online Safety “What do we do if?”
- Connect Education Trust Acceptable use Agreement (pupil)
- Connect Education Trust Home and Remote Working Guidance
- Connect Education Trust Data Protection Policy
- Connect Education Trust Privacy Notice
- Connect Education Trust Behaviour Policy

Members of the Designated Safeguarding Team and Senior Leaders will monitor the implementation of the above.