

Policy	LET Policy – Coronavirus Act 2020 Provision of Remote Education (England) Temporary Direction
Author	A. M. Breckon CEO
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1. Introduction

On the 1st October 2020 under the provision of the Coronavirus Act 2020 the Secretary of State for Education issued a directive. This directive comes into force on the 22nd October 2020. A directive is not normally used in education law, as it is normally used in relationship to EU regulations. This directive provides a legal duty on the responsible body, which is the Lincolnshire Educational Trust, to provide remote education for state-funded, school-age children unable to attend school due to Covid19.

The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education.

The Direction is in place until it is revoked by the Secretary of State.

2. The Government's expectation of remote education

Schools are expected to:

- 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.

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
- 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 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.

The Direction applies to pupils with SEND and the DfE feels teachers are best placed to determine how best to meet the requirements on an individual basis. Where a pupil has an EHCP there remains a duty to meet the requirements of that plan as best a school and external services can.

The guidance reminds schools of the need to ensure online safety is secured.

3. LET Policy

LET has five academies which span all three sector and we need different approaches in each sector. The LET policy is to meet this directive as well as we can, but taking into account a number of factors which we have identified through our work since the start of the lock down. There is a lack of technology equipment that can support learning in both our primary and secondary sectors, in some cases there is some technology, but it is inadequate where there is a large family. We have also found that we have to engage the pupils directly, as significant numbers of parents are not motivated to engage in encouraging and supporting their children to learn. We need to be aware that we must not add to potential mental health problems by the work we are setting children to address at home without the close supervision of a teacher. We need regular feedback from parents and pupils on the tasks set to regularly adjust what is provided.

The Trust has invested in new technology equipment for staff and pupils and will continue to seek new resources from the government to address the new technology deficiency in many homes in this deprived area of the country.

Although the Direction does not apply to sixth form students, we will seek to maintain the same provision for those students and for those on vocational courses and apprentices on the UAH scheme.

The Directive states that schools are expected to provide immediate access to remote education. LET will seek to meet this requirement but our experience is that it is not always possible to immediately set appropriate work for all children. If the outbreak occurs while the

school is open the first priority will be to inform parent/carers and then to get pupils home safely with guidance on what they must and should do whilst at home. We will subsequently set out the remote learning for pupils. If the outbreak is identified while pupils are at home again the first priority is to ensure they are safe and know what to do and once this objective is achieved then we will instigate remote learning.

Our guarantee to parents and carers is to ensure appropriate work will be available within 2 school days - where groups/pods and bubbles are sent home. The same guarantee applies if full shutdown is applied, providing our staff have access to our academies and we have the right specialist staff to create the learning materials.

Our analysis show that online lessons are most effective when delivered to secondary aged pupils, but we are concerned that 5 one-hour lesson online will be too much "screen-time" for the majority of pupils and could exacerbate any mental health problems. Normally we would seek a maximum of 3 one-hour lessons each day, although where we have specific lessons related to pupil's well-being, these may be in addition to the three. Other lessons and homework will be provided through our sector specific, online learning communication vehicles.

Where parents/carers have made the decision to home educate we will not be providing remote learning resources.

The Trust can not necessarily guarantee to meet this requirement when more than 40% of our staff are absent, but will still seek to provide remote learning to as many pupils are possible. Normally a class will continue to be the responsibility of the normal class teacher. If teachers become incapacitated, online lessons may well be merged to continue delivery. As a result of this larger group delivery, the specificity and targeting of the work may well be reduced.

The Trust will only provide the remote leaning during normal term time.

The outline approach of each academy is set out in section 4 below.

The Trust will constantly be trying to learn from others to improve what we offer as reviewing our existing practice.

4. A summary of notes from each academy to meet our policy

GHA

At Gosberton House Academy we use the TAPESTRY interactive, virtual learning platform to deliver our home learning, family learning and as required, covid necessitated blended learning. Tapestry enables our staff to provide a bespoke approach that specially addresses and augments the Education, Health, Care Plans and Individual Education Plans of our pupils. This platform enables our staff to provide highly individualised support, feedback and real time dialogue with our families and children.

We combine this, where appropriate, with subject specific teaching and enrichment activities to ensure that whether in school or at home, our children and their families continue to receive the very best levels of support possible.

This approach is under constant review and is personalised in response to individual family and child circumstances and feedback.

HPA and HBA

To ensure that pupils and parents are comfortable with continuing to access learning online and to further enhance learning opportunities, weekly homework tasks are added through Google Classroom. These are for Year 1 to Year 6 pupils and marking and feedback of tasks will be provided through this platform in response weekly. The Early Years pupils will receive this support and monitoring of tasks for home learning through Tapestry.

Pupils have full access to learning materials such as online books, through Oxford Owl and Reading Eggs. In addition, Purple Mash and TT Rockstars are online tools that pupils are being directed to and encouraged to use in addition to homework set on Google Classroom.

Sessions are delivered within their classrooms to ensure they understand how to access Google Classroom and a help sheet has been produced to further support at home.

Google Classroom is combined, where appropriate, with subject specific teaching and enrichment activities to ensure that whether in school or at home, our children and their families continue to receive the very best levels of support possible.

In the event of isolation or a local lockdown, remote learning will be provided through live and recorded lessons. Hard copy packs are available for those families who are unable to access the internet, too many siblings to access or value the hard copy pack with a timetable to support their child.

This approach is under constant review and is personalised in response to individual family and child circumstances and feedback.

UALS

At University Academy Long Sutton we are keen to ensure that pupils will continue to receive a level of education that we consider to be both supportive and to ensure that gaps in learning continue to be addressed.

Our approach shall be two-fold. In the first instance we shall offer streamed lessons via Cisco-Webex. In order to guarantee pupil participation parental consent shall be required. Secondly, our streamed provision shall be supplemented with work being provided via our virtual learning environment (VLE); "Lessonboard". Training – including on-line safeguarding - has been undertaken in this area of work in preparation for a potential closure.

Moreover, we are acutely aware of pupil well-being. To that end pupils shall not be expected to take part in more than four streamed lessons per day.

The reason being, in Year 7 and Year 8 the UALS timetable is not "blocked", by limiting to 3 lessons per day (other than when PSHE is taught) would mean we would not deliver a broad or balanced curriculum. Y9-11 it would be fine but I am just trying to minimise confusion.

Pastoral teams will continue with the practice of making regular welfare calls to check upon pupil well-being and engagement with work in the same manner adopted during the first lockdown.

UAH

At University Academy Holbeach, we will continue pupils' learning through the delivery of three hours of face-to-face on-line teaching each day for years 7-11. This will be supplemented with an additional two hours learning, supported through tasks and resources on the academy Virtual Learning Environment (VLE) – "Lessonboard".

PHSE lessons will be delivered in a fourth streamed lesson (bringing the total to four hours on this day), to aid our continued focus upon pupil well-being.

Lessons will be delivered using Microsoft Teams and will make use of the extensive experience gathered by the staff team and pupils during the first period of lockdown. Training – including on-line safeguarding - has been undertaken in this area of work in preparation for a potential closure.

Post-16 pupils will be taught in a similar manner, however the requirement for 3 hours face-to-face delivery each day is less, as their GLH (Guided Learning Hours) requirement is less. Self-study materials will be uploaded to the VLE to supplement Microsoft Teams delivery.

Pastoral teams will continue with the practice of making regular welfare calls to check upon pupil well-being and engagement with work in the same manner adopted during the first lockdown.

5. Reference

The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. DfE September 2020.