

Remote education provision

Definition: Remote education, which may be in a variety of formats, allows children to continue learning from home in the event of short term or long-term absence from school.

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Introduction

This information is intended to provide clarity and transparency to scholars and families about remote education, should the need arise for this to be provided in cases where it is not possible, or is contrary to government guidance, for some or all scholars to attend school.

In the rare instances remote education should need to be provided, these plans are designed to safeguard curriculum continuity and ensure that no scholars fall behind.

Our overarching principles:

- **Curriculum continuity:** remote education follows the same curriculum sequence as face-to-face teaching.
- **High quality resources** that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps. This includes use of video lessons, as appropriate.
- **Feedback and assessment of learning** is regular, in line with normal curriculum expectations.

Prioritising attendance

Guidance from the Department for Education states that remote education should not be viewed as an equal alternative to attendance in school and should only ever be considered as a 'last resort'. It goes on to specify two categories whereby remote education might be employed:

1. School closures or restrictions on attendance, where school access for pupils is restricted
2. Individual cases where a pupil is unable to attend school but is able to learn

(DfE, 2023)

It is important to have contingency plans in place to ensure that, even in exceptional circumstances, scholars' learning is not affected.

Scenario 1: Providing remote education in the event of school closures or restrictions on attendance

In the unlikely event of school closures or restrictions on attendance due to, for instance, reasons associated with scholar safety, remote education will be provided for all scholars as follows:

- ✓ Scholars would **follow their normal timetable each day**
- ✓ All resources would be accessible on **Satchel One**
- ✓ Most lessons would be in the form **asynchronous videos**
- ✓ Teachers would **gather data on scholars' learning** (i.e. through quizzes and other tasks) to enable the teacher to **provide feedback** and **teach responsively**
- ✓ Scholars would receive **daily contact** from staff (to include teacher feedback)

There would be some exceptions to scholars following their normal timetable. For instance, Core PE lessons would not be provided.

Scenario 2: Providing remote education where a scholar is unable to attend school but is able to learn

DfE guidance states that

There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include: pupils recovering from shortterm infectious illnesses, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recovery.

(DfE, 2023)

In instances such as those mentioned above, remote education would be provided on a short-term basis as an alternative to no education at all during the time-period the scholar is physically unable to attend school. It would be a supportive, short term measure to mitigate against loss of learning and would support reintegration back to school as soon as is practicably possible. It is important to note that, in such instances, **scholars accessing remote provision would still be marked as absent on the register.**

If an individual is accessing remote education due to being unable to attend school but able to learn, provision would differ to the model outlined in [scenario 1](#). Instead, the scholar would:

- ✓ Receive a link (via school e-mail) to an online portal of learning resources and self-study materials
- ✓ Follow their normal timetable, accessing resources for each subject accordingly
 - Resources are well signposted so that scholars can easily ascertain their starting point for self-study, based on where they are up to in the curriculum sequence
- ✓ E-mail their teachers with any questions and completed work, for guidance and feedback

Support for scholars

Digital and/or online access

We recognise that some scholars may not have suitable online access at home. We take the following approaches to support those scholars to access remote education in the exceptional cases whereby this might be required:

- Let the school know if you cannot access Satchel One at home
- If you are unable to access the internet, we will provide you with paper resources
- If you have the internet but do not have a suitable device, we will aim to provide one so that you are able to access learning online.

Monitoring engagement and submission of work

In the unlikely event of scenario 1 (providing remote education in the event of school closures or restrictions on attendance) coming into play:

- Teachers would check engagement and support those who do not engage fully in remote education (i.e. by sending comments and reminders via Satchel One, and liaising with the form tutor so that any concerns can be addressed through tutor calls)
- Teachers would monitor scholars' engagement and progress using the Gradebook tool on Satchel One, and would contact scholars directly on Satchel One to address concerns and relay positive feedback. Merits would be awarded for excellent work
- Form tutors would interact with the Gradebook for their tutees.

Additional support for scholars with additional needs

We recognise that some scholars, for example some scholars with special educational needs and disabilities (SEND), may not be able to access remote education, in the exceptional circumstances it may need to be provided, without support from adults at home. We acknowledge the difficulties this may place on families, and we would work with families to support those scholars in the following ways:

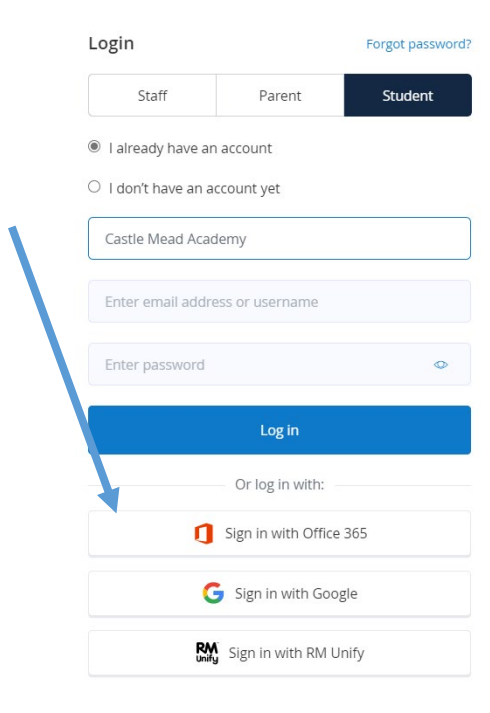
- Teaching assistant key workers would call home often to check in and arrange reasonable adjustments where necessary
- Support would be given to SEND scholars to explain work, chunk down the learning and plan for rest breaks
- Scholars with SEND would be offered in school provision, where it was safe to do so, where their key worker would attend to support
- The inclusion team would provide interventions remotely (i.e. in scenario 1 - (providing remote education in the event of school closures or restrictions on attendance))
- The Leader of Additional English would provide support and additional resources and provision for our NTE scholars

Appendix 1

Logging into Satchel One

Click 'Sign in with Office 365' and enter usual CMA credentials.

(Remember to include @castle-tmet.uk after your username)



- If a scholar cannot remember their CMA e-mail address and password, please contact the form tutor who can share / reset this.
- If login issues persist, please contact Satchel One directly on 02071979550 (option 2).

Accessing remote education tasks on Satchel One: guidance for scholars

- Go to your 'To do' list
- Work through tasks in order, according to your normal timetable (tasks will always be labelled using the following format **Date – Subject – Period**, e.g. 4th January – English literature – Period 1) to help you to stick to your normal timetable
- Read through task descriptions/instructions carefully, ensuring you click on the relevant links/attachments for each lesson
- Complete all work in your normal classwork books or booklets, or online as directed by your teacher in the lesson videos
- Submit all work to your teacher as requested
- Send a comment to your teacher ('Add comment') if you are unsure of what to do, have a question or would like further support
- Tick work as 'complete' when finished