**Barnsley Schools’ Alliance Remote Education Core Principles (January 2021)**

**This document is intended to build on the previous guidance issued in September 2020. The Barnsley Schools’ Alliance maintains a shared commitment to providing a strong, safe and equitable offer for all pupils in schools and academies across the borough.**

**The Alliance supports teachers and school leaders to use their professional judgement in determining the most appropriate strategies and approaches for their pupils.**

**Close and careful monitoring of the quality and impact of the remote education offer will lead to future adaptations that help pupils to make the best possible progress, regardless of whether they are learning at school or at home.**

**Sharing best practice across the sector will continue to support the development of high quality provision and the Alliance is committed to supporting leaders to work with and learn from each other.**

**Leaders are particularly committed to improving the remote provision for pupils with special educational needs and securing the sustained engagement of disadvantaged pupils working at home.**

**Professional Development and Workload**

Balancing the demands of teaching pupils in 2 settings (at home and in school) has implications on teachers’ workload and school leaders should consider this carefully when determining the nature of the school offer. Leaders should continue to deliver the high quality ongoing professional development that all teaching staff will need to deliver effective remote provision in this ever-changing world.

**Safety**

Schools should ensure that staff, pupils and parents are well trained and receive ongoing developmental support to ensure that remote education is delivered safely. Schools should regularly monitor, review and evaluate their practice to ensure that it meets the requirements outlined in Keeping Children Safe in Education to protect pupils online.

**Technology**

School leaders should select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback.

Leaders should ensure that staff receive ongoing training, support and guidance they need to develop increasing confidence and competence to deliver remote education effectively and safely.

Staff need to have access to appropriate technology and expertise to enable them to provide efficient and safe remote education. This can be harder and, in some cases, not always possible when staff are working from home. Access to technology, expertise and support is likely to be a key determining factor in leaders’ decisions about who should be at home and school (staff and pupils alike).

Families need access to the internet using appropriate devices to meet the needs of all their children. It is also important that they can work in a suitable space. Where this is not possible, arrangements should be made for pupils to attend school, as and when required. This is a decision based on local discretion and the needs of the child and their family, as well as a range of other factors.

School leaders recognise the importance of providing support and training for parents so that they can help their children access the remote education provision. This could, potentially, be a key barrier to the success of a school’s remote offer and one that school leaders should plan for, and monitor, very carefully.

Schools should overcome barriers to digital access for pupils by distributing school-owned laptops accompanied by a user agreement or contract. If all ICT options and support have been explored, the school should provide alternative media to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.

Leaders should ensure that chosen strategies and approaches do not place unreasonable demands on the workload of teachers or parents and that suitable technology, expertise and support is available. They should also ensure that chosen strategies and approaches are safe, equitable and inclusive. No child should be left behind, especially disadvantaged pupils and those with special educational needs.

Pre-recorded live teaching provides pupils with access to lessons at a time that suits the family circumstances. This is particular important for families with several children of different ages and parents who may also be working from home.

**Teaching**

Teachers will set meaningful and ambitious work each day in an appropriate range of subjects.

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and reflect the stage of development and age of the child. This includes both recorded or live direct teaching time, and time for pupils to complete work independently. The minimum requirements are:

- KS1: an average of 3 hours a day (less for younger children and those in

Reception)

- KS2: 4 hours a day

- KS3 and 4: 5 hours a day

Online video lessons do not necessarily need to be recorded by teaching staff at the school. However, leaders should carefully consider the pros and cons of live and pre-recorded teaching, especially by their own teaching staff, when determining their provision. Many are likely to, and are encouraged to, settle on a blended offer which maximises the benefits of both approaches.

Leaders should ensure that the elements of effective teaching are present in any remote education offer, regardless of whether this is live or pre-recorded. Such elements include:

-frequent, clear explanations that build on prior knowledge and understanding.

-opportunities for questioning and discussion

-modelling and scaffolding that supports independent practice and opportunities to apply new knowledge.

-timely, frequent feedback that helps pupils to improve and prepare for future learning.

-accurate and meaningful assessment that addresses gaps and informs future planning.

Leaders should carefully consider which aspects of the curriculum can be delivered successfully through remote provision, and which may need to be prioritised on pupils’ wider return to school later in the year. This will help teachers to focus their time and energy on the right things, rather than trying to spread their provision too thinly.

Some pupils will require extra support, especially those with additional needs. Leaders should carefully consider how remote provision can be used to best effect when providing the additional help and tailored programmes that some pupils would have accessed if in school.

**Peer Interaction**

Teachers should consider how they can help pupils to stay connected with each other through remote education. The benefits pupils enjoy when working together in school, such as increased motivation and improved outcomes, through strategies such as peer marking and feedback, sharing good work, and opportunities for live discussions need to be carefully considered and matched to different age groups.

Live teaching provides pupils with an instant connection to their teacher and other pupils. This supports Q+A, discussion and the wider benefits of learning together. Teachers should consider the benefits of a live drop-in session, for pastoral and academic purposes, as an aid to school monitoring.

**Independence**

We firmly believe that pupils should not be tied to a computer screen for long periods of time and become over-reliant on the teacher. Teachers should provide clear, helpful teaching leading to well-planned independent learning tasks. Pupils will benefit from prompts to reflect on their work and strategies to help them if they get stuck, including checklists and daily plans.

When pupils have access to pre-recorded lessons, they can pause, rewind and revisit explanations they may have struggled with. They can also revisit the modelled teaching method whilst working independently if they find they are ‘stuck’ or have forgotten a stage in a methodical process, for example.

**Variety**

Teachers should set meaningful and ambitious work each day in an appropriate range of subjects. They should consider which approaches are best suited to the content they are teaching and the age of their pupils. The focus should remain on providing the most appropriate activity to secure the intended learning outcomes. Variety is the spice of life, and teachers should ensure the activities they provide do not become repetitive and lead to disengagement. Provision should not be over-reliant on long-term projects or internet research activities.

**Additional Planning Expectations for School Leaders**

1. Schools will 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 so that pupils can progress through the school’s curriculum.
2. School will have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.
3. Schools will identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.
4. Schools will publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 (See Appendix A).
5. Leaders and governor will have robust monitoring and evaluation plans to check on the effectiveness and safety of the school’s remote education offer for all pupils, but especially those with SEND and disadvantaged pupils. Leaders should be able to articulate the impact of their remote education offer on different groups of pupils and be able to provide the evidence to support their evaluation to key stakeholders, such as governors, the LA, trustees, the diocese and Ofsted, for example.

**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 attending school. The requirement for schools to use their best endeavors to secure the special educational provision called for by the pupils’ special educational needs remains in place. The provision for pupils with complex needs who are unable to access the same teaching as their peers and are not attending school requires careful thought. Teachers should ensure that they continue to receive quality teaching and suitably matched tasks to support their progress.

We will 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 will 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, we have robust systems in place to keep in contact with them.

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

We will check if a vulnerable child is able to access remote education. Where this is not the case, we will support them to access it (as far as possible) and to regularly check if they are doing so. School leaders should contact the child’s social worker if internal monitoring suggests that the pupils is not engaging in the remote education offer. A professional discussion to identify and remove the barriers causing this should help to address the situation and prevent the child falling behind their peers.

We will ensure that the teaching and learning offered to all pupils, but especially our most vulnerable pupils, secures their interest, engagement and good progress.

<https://educationendowmentfoundation.org.uk/public/files/Remote_Learning_Rapid_Evidence_Assessment.pdf>

<https://www.nasuwt.org.uk/advice/in-the-classroom/remote-and-blended-learning.html>

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf>

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

<https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template?utm_medium=email&utm_campaign=govuk-notifications&utm_source=1384c02e-643a-4374-b33e-92b29da5afd6&utm_content=immediate>

<https://www.gov.uk/government/publications/review-your-remote-education-provision?utm_medium=email&utm_campaign=govuk-notifications&utm_source=53522a25-c275-4777-996d-ade6d8f11bd5&utm_content=immediately>

<https://www.tes.com/news/coronavirus-schools-online-learning-are-live-lessons-really-better-recorded-ones>

**Appendix A: Sharing information about your remote education**

**The Barnsley School’s Alliance is committed to securing strong and safe remote education across the borough. We recognise that each school is unique and differences in size, capacity and community context will influence the school’s chosen approach. The Barnsley School’s Alliance supports teachers and school leaders to use their professional judgment in determining the most appropriate strategies and approaches for their pupils. As a result, provision may look slightly different from school to school, but should not differ in quality and effectiveness.**

**If parents and carers are concerned about the quality of remote education offered by the school, they should discuss their concerns with school staff in the first instance. If concerns are not resolved, parents should follow the complaints procedure which is published on the school’s own website. Once all local routes have been exhausted, parents have the right to escalate their concerns to Ofsted.**

# Template for schools: share information about your remote education

This optional template is designed to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education. The information should be published on school websites by 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

This is intended as an example template and school leaders can choose to use the most appropriate format for their setting. We recognise that not all questions will be relevant to your particular school and there may be additional information you wish to include. For example, special schools may want to include additional questions around access to wider support services that children and young people would normally receive in school, such as therapy sessions.

Schools can find further help and support on how to meet the expectations for remote education via the [remote education good practice guide](https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice) and [school-led webinars](https://www.gov.uk/guidance/remote-education-webinars).

# Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or pods) to remain at home.

At The Ellis, we pride ourselves on the high-quality remote education offer we provide for our children to ensure their learning continues to progress.

As Headteacher, Mrs Hurding has an overarching responsibility for the quality and delivery of remote education, ensuring that our provision meets expectations for our whole school community.

The organisation and monitoring of Remote learning is led by Mrs Wise who supports all our teachers on curriculum coverage and checks and records engagement of pupils at home.

## The remote curriculum: what is taught to pupils at home

A pupil’s first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

### What should my child expect from immediate remote education in the first day or two of pupils being sent home?

See ‘**The Ellis Remote Learning**’ policy

Access to SeeSaw -24 hours after isolation if the child is well enough to access the remote learning provision

We have provided training for children to be able to access Seesaw whilst at school.

### Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

High quality learning based around the same expectations and levels of engagement with our curriculum is our aim at The Ellis School and we promote this throughout our remote education offer. The Curriculum will be broadly the same and follow a broadly similar timetable. The timetable is flexible to support working parents.

The schools planning and delivery in school is underpinned by the application of taught knowledge and skills and will be continued through remote learning methods.

Some adaptations in some subjects may be required, for example those requiring special resources or approaches that may be unavailable at home, eg investigating electricity in science or hockey in PE.

Therefore, adaptations will be made to ensure that all children can access the curriculum with the resources available to them at home.

## Remote teaching and study time each day

### How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will mirror the timetable for a usual school day as closely as possible. It is expected for FS/Key Stage 1 that pupils will access three hours of learning per day with Key Stage 2 pupils accessing four hours per day

|  |  |
| --- | --- |
| FS/Key Stage 1 | 3 hours |
| Key Stage 2 | 4 hours |

Timetables – see more detailed timetables sent to parents

Foundation Stage

Phonics/English

Maths

Wider Curriculum

Key Stage 1:

Phonics

English/Vipers

Maths

Wider Curriculum

Key Stage 2:

English/Vipers

Maths

Wider Curriculum

## Accessing remote education

### How will my child access any online remote education you are providing?

Please share the names of the online tools or digital platforms that you are using, either for delivery or for assessment.

Through SEESAW – daily learning

Teams – for interventions e.g Thrive support sessions

### If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

All parents and carers have been contacted to establish if any digital equipment would be required for children to fully access our remote education provision.

We have a number of allocated devices that are available to be loaned out during remote learning. These would need to be signed for and collected to agree to the terms of use.

We have provided paper copies for those children that have needed them to support learning.

If you require any support accessing digital equipment, please contact school.

### How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

In this section, please list the range of approaches you use to teach pupils remotely.

Where remote education is needed, this is high-quality and safe, and aligns as closely as possible with in-school provision. Remote learning offers a broad and balanced curriculum to all pupils.

We will continue to build our capability to educate pupils remotely.

All remote education will focus on the National Curriculum subjects for the relevant year group with key sessions:

Phonics, English, Maths and a wider curriculum subject.

These key areas are essential for all children to engage with their learning and provide the framework for learning in school to be enhanced.

Some examples of remote teaching approaches:

All resources and vital feedback to support the improving of learning will be on Seesaw

Learning resources Include:

* RWInc resources
* White Rose Maths resources
* recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
* textbooks and reading books pupils have at home
* commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## Engagement and feedback

### What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?

As with in-school provision, we have the highest expectations of children's engagement. We expect all children to access our remote education provision for all sessions, and respond to tasks in a timely manner.

In regards to parental support, supporting school with setting routines to support your child’s education would be extremely beneficial in order to raise the engagement of your child with sessions.

All tasks will be created, set and pitched at the appropriate level for each individual child to ensure that they can engage with sessions, it is our aim that this will be as independently as possible.

### How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

To reflect the same practice as in school, a daily register will be taken for each to check which children are:

• Responding and completing activities on Seesaw

If there are any circumstances arising where engagement is a concern, class teachers, support staff and senior leaders will contact parents/carers via phone call to discuss how we can support in raising the engagement of your child with our remote education provision.

In some cases, support from Education Welfare Services may be beneficial.

### How will you assess my child’s work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Feedback can take many forms and may not always mean extensive written comments for individual children. Our approach to feeding back on pupil work is as follows:

• Have the highest expectations of all pupils in relation to quality of work produced.

• Be positive and place value of the effort of the pupil to engage the learning

• Reflect and take account of the circumstances of both the learner and teacher.

• Following the marking & feedback policy to mirror in-school practice.

• Provide regular feedback on every child's work via seesaw for each subject.

• Ensure that children are aware of the next steps within their learning.

## Additional support for pupils with particular needs

### How will you work with me to help my child who needs additional support from adults at home to access remote education?

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

At The Ellis, we recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils.  The vast majority of these children will be accommodated in school wherever possible, except in ‘isolation’ situations. If parents choose for their children to be at home support will be adapted on Seesaw.

Class teachers will provide opportunities for a personalised approach to learning for all groups including SEND so that activities are suitable to their abilities. Furthermore, our class teachers  and support staff will work closely with families to deliver remote education for pupils with SEND, discussing how the personalised approach can be best adapted to meet the needs of those children as a dialogue between parents and practitioners.

## Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

### If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

See The Ellis ‘Remote Learning Policy’

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

We will aim to reflect their remote education as closely as possible to the approach described above and the curriculum offer their peers are receiving at school.

**Appendix B: Reviewing Your Remote Education Provision**

This framework has been produced by the DfE to support schools to identify the strengths and areas for improvement in their remote education provision, and to signpost them to resources that can help them improve their practice. Please see the full document for relevant hyperlinks: <https://www.gov.uk/government/publications/review-your-remote-education-provision?utm_medium=email&utm_campaign=govuk-notifications&utm_source=53522a25-c275-4777-996d-ade6d8f11bd5&utm_content=immediately>

**Section 1: Leadership**

**Do school leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery?**

* Is there a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education?
* To what extent is the plan underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum?
* Are governors, staff, parents and carers aware of the school’s approach and arrangements for remote education?
* Does the school have systems in place to monitor the impact of remote education which includes:

- understanding the impact on staff workload and how to mitigate against it?

- staffing changes?

- having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts?

**Section 2: Remote education context and pupil engagement**

**To what extent does the school understand the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education?**

* To what extent is the school aware of the learning environment in the home and does it work with parents and families to understand and ensure that pupils will be able to access education at home?
* How effectively does the school support pupils on how to self-regulate during remote education, including:

-understanding their strengths and weaknesses to improve their learning?

-how to learn from home?

-how to manage their time during periods of isolation?

* Where digital approaches are used, are leaders aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision?
* Have leaders made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school?
* Do children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education?

*This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.*

* Does the school have systems for checking daily whether pupils are engaging with their work, and does it inform parents and carers immediately where engagement is a concern?
* How well does the school support pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.

**Section 3: Curriculum planning and delivery**

**Does the school have well-sequenced curricula that support ‘hybrid’ teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely.**

* Does the school sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:

- Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children

- Key stage 2: 4 hours a day

- Key stages 3 and 4: 5 hours a day

* Does the school have a clear, well-sequenced curriculum that supports pupils both in class and remotely? *This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different.*
* Does the school have a system in place to support remote education, using curriculum-aligned, resources? *Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently.*
* Does the school use a digital platform to support effective communication and accessibility for all pupils, including those with SEND?
* Does the school have a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks?
* Does the school provide feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate?

**Section 4: Capacity and capability**

**To what extent does the school support staff to deliver high-quality remote education?**

* Are senior leaders aware of all the guidance and do they ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching?
* Do staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely?
* Where used, do staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND?
* Where possible, is the training provided sustained and iterative to ensure staff continue to support effective teaching practice remotely?
* Is the school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the [EdTech Demonstrator Programme](https://edtech-demonstrator.lgfl.net/home) and curriculum hubs?

**Section 5: Communication**

**To what extent is the school maintaining strong communication with pupils, parents and carers, and continuing to work effectively with other third parties?**

* Do parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school’s website?
* Do pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments)?
* Are pupils given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils?

**Section 6: Safeguarding and wellbeing**

**To what extent do teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing?**

* Are there clear safeguarding protocols in place to ensure pupils are safe during remote education? *It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.*
* If the school chooses to provide remote education using live streaming and pre-recorded videos, do teachers understand how to keep children safe whilst they are online?
* Are leaders**,** teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond?
* Are there regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable?
* Does the school have appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR)?
* Are there clear rules for behaviour during remote lessons and activities?
* Do pupils know them and do teachers monitor and enforce them?