**St Bede’s aims for Remote Education**

**Remote Education is an integral part of teaching and learning of the curriculum and part of the wider context of the curriculum. Normal practice is for teachers to base their teaching and learning on subject overviews, long term and medium-term planning. There is a well sequenced curriculum that supports pupils both in class and remotely. Should the pupil be working remotely, the aim is to mirror what has already been planned should they have been in school. Time is given to pupils to complete the tasks independently. Continuous discussions will take place with SLT as to how sessions can be adapted. Learning is adapted according to specific year groups and end of year objectives.**

**Staff will set tasks so that pupils have meaningful and ambitious work each day in different subjects**

**Leadership of Remote Education in school will:**

**-understand and have a clear vision and approach for remote education and maintain an awareness of barriers or challenges they may face**

**-recognise what support and advice is available to help staff understand the context of remote education for pupils and ensuring they remain engaged in education**

**-identify best practice measures around curriculum planning and delivery**

**-support staff in implementing effective practice, accessing necessary training and share best practice with each other**

**-to enable the school to maintain effective lines of communication with pupils and parents and ensure safeguarding and well-being provision is in line with** DFE **guidance**

**Remote Education Aims:**

**Intention: the provision will align to the classroom curriculum planning and adapt where necessary; recognise pupils with SEND may not be able to access offline and online resources and provide provision; use curriculum sequence to develop learning and build on prior learning; provide high quality offline and online resources; motivate pupils online; ensure clear, high expectations and standards in terms of learning, behaviour and safeguarding as if in the school building; set up a system of monitoring and progress tracking; provide printed copies or devices for pupils who do not have suitable online access and continue to provide feedback to deepen knowledge and understanding**

**Implementation: learning will be adapted and organised from specific year groups end of year objectives; will be provided by google classroom tasks, activities, live lessons and pre-recorded sessions; timetabled allocation of tasks with a flexible approach throughout the day to support parents and balance the activities for pupils; EYFS 3 hours of learning, KS1 3 hours of learning, KS2 4 hours of learning**

**(Also see audit of remote learning- given to parents and displayed on the website)**

**Impact: academic progress and personal development is aligned to school curriculum as much as possible; pupils to continue to make excellent progress from their starting point; pupils retain and articulate knowledge and understanding; progress is achieved and recorded; safeguarding and monitoring is monitored and observed; learning is sequenced allowing for the building upon and deepening of knowledge; immediate feedback is purposeful and allows pupils to move to the next step of learning.**

All Staff and subject leaders will understand:

Remote learning will not be over complicated and will ensure that ‘building blocks’ of knowledge has been understood. Where blended learning is used, staff will ensure that progress has been made in the aspect of remote learning accessed before the child moves onto the next step. Staff will check whether pupils have learned the subject content through assessment recording.

Remote learning will add to the quality of education; staff will be able to articulate what contribution the remote learning is making to the curriculum.