Shirebrook Academy Remote Education Plan

This document should be used alongside the ACET Remote Learning Policy.

Key terms:

- **Remote Education:** A broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as students.
- **Online Learning:** This is remote learning delivered through digital technologies.
- **Synchronous Education:** This is education with the teacher present online.
- **Asynchronous Education:** Material is prepared by the teacher and accessed by the students at any time.
- **Digital literacy**: The skills for using technology competently.

Statement of Intent:

The remote education curriculum at Shirebrook Academy will be aligned to the 'in-school' curriculum as much as possible, carefully sequenced to ensure students access the learning they need to move on to their next steps. We aim for students to have access to the same curriculum remotely as they do in school wherever possible and appropriate.

In some circumstances, we may need to adapt the subject curriculum. We may need to make adaptations because some topics are difficult to teach remotely e.g. practical elements of the Technology and Physical Education curriculum or where content may be sensitive e.g. some elements of the RSHE curriculum. Where we have done this we have considered alternatives to traditional practice and focused on teaching the most important knowledge and concepts that students need to learn. A Remote Education Curriculum Adaptations summary document can be found on the 'Remote Education' drop down section of the Shirebrook Academy website.

We recognize that some students, for example some students 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 students by providing adapted or additional learning materials, adaptive technology where required and additional regular contact.

We expect that the remote curriculum will provide at least 5 hours of learning per day.

Scenario A

An individual student or group of students whose absence has been agreed by the Academy, for example a student or group of students self-isolating due to contact with a person who has tested positive for Covid-19. In this scenario, teaching staff will be teaching other students who are still in school during their timetabled lesson with student(s) who are not in school. Pupils will usually self-isolate for between 10 days from the point of contact.

Action	Responsibility	Outcome/ Impact	Monitoring
Contact with home Contact made with student's parents / carers by text message on 1st day of absence to check that students can access Google Classroom and contact the Academy if they are having difficulty or require paper resources to engage in remote education.	Admin team	Parents/carers/students know that all work is on google classroom for each subject. Parents/carers/students know what to do if they cannot access work.	Parent/carers concerns followed up promptly. Student and parent/carer voice.
Student access to remote education If a student cannot access Google Classroom check the reason for this. If they have no access to internet or devices at home teachers will provide paper based work by saving work to the relevant 'Student Work Pack' folder for distribution by the admin team, or if available and feasible The Academy will loan equipment. If it is a technical issue refer to guides on the Academy website or direct to Bnussey@shirebrookacademy.org	Head of Department (HoD) /Teacher with Teaching and Learning Responsibility (TLR) to provide paper work. AP for L&T to provide equipment for loan.	Students who do not have internet access or a device to work from continue to receive paper based work or loaned equipment.	Student voice. Follow up communication with home.
Work set for students at home Asynchronous work is set on Google Classrooms each week for all subjects in line with the number of lessons and lesson content taught in school. Where students do not have access to a device or have requested paper resources remote education will be provided in this format each week for all subjects in line with the number of lessons and lesson content taught in school.	HoD/ TLRs have overall responsibility Class teachers set work as directed by HoD/TLR	Students working from home cover the same content as being taught in school to ensure students are at the same place in their learning as their peers when returning to school.	HoD/TLRs quality assure (QA) work being set on Google Classroom through curriculum Monitoring, Evaluation and Review (MER) processes.

Feedback, Retrieval Practice & Assessment Work should be set on Google Classroom that includes an element of assessment either through self-assessment or auto-marked quizzes. If an assessed pieced of work is being done in lesson this should be assigned on Google Classroom for students to complete at home. This should be turned in for teachers to provide feedback. Students completing paper based work will receive feedback on return to the Academy.	HoD/TLR/class teacher setting work.	Students are being assessed in line with students who are in school. Students are receiving feedback to assessed tasks in line with students in school.	HoD through MER and Google Classroom QA checks.
Additional Support for pupils with special educational needs We recognize that some students, for example some students 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 students by providing adapted or additional learning materials, adaptive technology where required and additional regular contact.	SENDco Teachers	Students with additional needs are supported to access remote learning as effectively as their peers	HoD and SENDco via MER.
Digital Literacy Help videos for students, parents and carers are available on the Academy website. Students receive teaching on how to access Emails, Google Classroom and Google Meet within Personal Development Lessons at the start of the academic year and through the adapted Computing curriculum.	Assistant Principal (AP) with responsibility for CPD Head of Computing and Personal Development Co-ordinator	Students and parents/carers are aware and confident to use Google Classroom	HoD through MER Student voice

Expectations of remote learning shared by HoY/HoKS

Additional sessions on Google Meet. | Head of Year / Key Stage | | |
| **Synchronous lessons**
In circumstances where many students are absent from a year group some synchronous lessons may be delivered on Google Meet/Classroom. This is at the discretion of the Principal. | HoD | Provide students with interactive lessons streamed to their device. | HoD through MER |
| **Promoting positive learning behaviours when accessing remote education**
Students are encouraged to take regular breaks from the screen.

Teachers utilise the benefits of a variety of different methods and activities within lessons, across series of lessons and throughout the day.

Students are made aware of how to stay safe when working online

Synchronous lessons are designed to include a blend of learning activities including independent learning activities that should be completed away from the screen | HoY/HoKS/Tutors through assemblies and written communication

HoD have overall responsibility for the balance of activities being used in lessons | Students maintain positive mental health and wellbeing when accessing remote education | HoD through MER

AP responsible for Student Welfare

Student voice |
| **Expectations for engagement** (See flow chart appendix 1)

Expectations for student engagement with remote education guidance provided on the website

Expectation of parent/carer support with remote education guidance provided on the website

Students are rewarded for engagements in lessons in line expectations within school | Vice Principal (VP) with responsibility for Remote Education

Teachers and HoY/HoKS | Students' access the learning they need to move on to their next steps

Student and parent/carer engagement | Website check

Pastoral MER |
| **Pastoral**
Weekly Google Meet assembly delivered to year groups by HoY. Celebration of relevant weeks (anti-bullying week etc). | Tutors, Pastoral Leaders, HoY/KS, EWO SENDco, DSL | Pupils' social and emotional learning needs are met. Continuation of | Pastoral MER Student and Parent Voice |

Continue weekly theme of pastoral resources linked to PD curriculum. Regular phone calls home (at least fortnightly) by tutors following scripted questions. Vulnerable students called more frequently by Pastoral Leaders, HoY/KS, EWO, SENDco, DSL		Academy community and learning support.	5
Safeguarding Reference should be made to sections 9 and 10 of amended Safeguarding Policy on the website: • Children and online safety away from the academy Supporting children not in the academy	All staff and students	Students and staff are kept safe and maintain safe practices during remote learning sessions	DSL

Scenario B: A group of students of a whole class size or larger that have been asked to self-isolate. This includes a whole year group self-isolating or whole school closure.

Action	Responsibility	Outcome/ Impact	Monitoring
Contact with home Contact made with student's parents / carers by text message on 1st day of absence to check that students can access Google Classroom and contact the Academy if they are having difficulty or require paper resources to engage in remote education.	Admin team	Parents/carers/students know that all work is on google classroom for each subject. Parents/carers/students know what to do if they cannot access work.	Parent/carers concerns followed up promptly. Student and parent/carer voice.
Student access to remote education If a student cannot access Google Classroom check the reason for this. If they have no access to internet or devices at home teachers will provide paper based work by saving work to the relevant 'Student Work Pack' folder for distribution by the admin team, or if available and feasible The Academy will loan equipment. If it is a technical issue refer to guides on the Academy website or direct to Bnussey@shirebrookacademy.org	Head of Department (HoD) /Teacher with Teaching and Learning Responsibility (TLR) to provide paper work. AP for L&T to provide equipment for loan.	Students who do not have internet access or a device to work from continue to receive paper based work or loaned equipment.	Student voice. Follow up communication with home.
Work set for students at home Work is set on Google Classrooms each day that matches the students' normal timetable. Lessons follow what would have been taught in school in form of: - Synchronous lessons These may be: - Face to face with video and audio capacity - Audio only with accompanying presentation - A pre-set task for students with teachers live only within a 'Question and Answer' capacity via live chat to support where needed	HoD/ TLRs have overall responsibility Class teachers set work as directed by HoD/TLR	Students working from home cover as closely as possible the same content that would have been taught in school to ensure students are at the same place in their learning as their peers when returning to school.	HoD/TLRs QA work being set on Google Classroom through curriculum MER processes. SLT Links sample and monitor this process.

within the Google Classroom In order to help students maintain positive health and wellbeing when accessing remote education, lessons will follow the protocol below: • Lessons will start 5mins into the allocated period – allowing time for teachers to prepare and students to access. • For single lessons students will be provided with 30 minutes direct contact with the teacher. • For single lessons the teacher will direct 10-15 minutes of independent learning activities within the lesson. This should be completed away from the screen • For double lessons students will be provided with 60minutes direct contact with the teacher. • For double lessons the teacher will direct 20-30minutes of independent learning activities within the lesson. This should be completed away from the screen.			
Feedback, Retrieval Practice & Assessment Work should be set on Google Classroom that includes an element of assessment either through self-assessment or auto-marked quizzes. If an assessed pieced of work is being done in lesson this should be assigned on Google Classroom for students to complete at home. This should be turned in for teachers to provide feedback. Students completing paper based work will receive feedback on return to the Academy.	HoD/TLR/class teacher setting work.	Students are being assessed in line with students who are in school. Students are receiving feedback to assessed tasks in line with students in school.	HoD through MER and Google Classroom QA checks.

Additional Support for pupils with special educational needs We recognize that some students, for example some students 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 students by providing adapted or additional learning materials, adaptive technology where required and additional regular contact.	SENDco Teachers	Students with additional needs are supported to access remote learning as effectively as their peers	HoD and SENDco via MER.
Digital Literacy Help videos students, parents and carers are available on the Academy website. Students receive teaching on how to access Emails, Google Classroom and Google Meet within Personal Development Lessons at the start of the academic year and through the adapted Computing curriculum. Expectations of remote learning shared by HoY/HoKS Additional lessons sessions on Google Meet.	Assistant Principal (AP) with responsibility for CPD Head of Computing and Personal Development Co-ordinator Head of Year / Key Stage	Students and parents/carers are aware and confident to use Google Classroom	HoD through MER Student voice
Promoting positive learning behaviours when accessing remote education Students are encouraged to take regular breaks from the screen. Teachers utilise the benefits of a variety of different methods and activities within lessons, across series of lessons and throughout the day. Students are made aware of how to stay safe when working online	HoY/HoKS/Tutors through assemblies and written communication HoD have overall responsibility for the balance of activities being used in lessons	Students maintain positive mental health and wellbeing when accessing remote education	HoD through MER AP responsible for Student Welfare Student voice

Synchronous lessons are designed to include a blend of learning activities including independent learning activities that should be completed away from the screen			
Expectations for engagement (See flow chart appendix 1) Expectations for student engagement with remote education guidance provided on the website Expectation of parent/carer support with remote education guidance provided on the website Students are rewarded for engagements in lessons in line expectations within school	Vice Principal (VP) with responsibility for Remote Education Teachers and HoY/HoKS	Students' obtain the learning they need to move on to their next steps Student and parent/carer engagement	Website check Pastoral MER
Pastoral Weekly Google Meet assembly delivered to year groups by HoY. Celebration of relevant weeks (anti-bullying week etc). Continue weekly theme of pastoral resources linked to PD curriculum. Regular phone calls home (at least fortnightly) by tutors following scripted questions. Vulnerable students called more frequently by Pastoral Leaders, HoY/KS, EWO, SENDco, DSL	Tutors, Pastoral Leaders, HoY/KS, EWO SENDco, DSL	Pupils' social and emotional learning needs are met. Continuation of Academy community and learning support.	
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In the event of whole school closure, parents who are key workers, have an Educational Health Care Plan, a Social Worker, or whom are classed as vulnerable by the school may still attend the Academy under a special arrangement. Students in the Academy will follow the remote education plan in scenario B and will be supervised by support staff and SLT.

Monitoring engagement in learning during lockdown

Daily monitoring sheets accessible in **T:\All Staff\Covid Arrangements\Daily Attendance Report**

| KW and V students accessing the curriculum through online learning in school | Students accessing the curriculum through online learning | Students accessing the curriculum through paper resources |

Students with positive engagement:

Team leader to use data on monitoring sheets and reward weekly

Students requiring support with engagement:

Team leader to make telephone contact home

Students with positive engagement:

Form tutors to use data on monitoring sheets when making weekly/fortnightly contact and reward on SIMS

Students requiring support with engagement:

- Day 1 - Text message will go to all students that have not accessed online learning at all that day
- Day 2 - Text message to go out to students that have not accessed online learning (2nd day)
- Day 3 – Text message contact with students not accessing and follow-up phone calls to parents/carers by Year Teams. Text message to parents/carers of students that have had some access but have not attended all lessons.
- Day 5 – Students that have had partial engagement – Telephone contact with parents/carers – students to access all online lessons.
- Continued monitoring of students not engaging. Still no engagement by Day 8 – paper materials provided with weekly calls to check engagement.

Note: Tutors will to take account of students who access materials at a later time due to home environment or shared devices.

Students with positive engagement:

Tutors to establish level of engagement during weekly/fortnightly telephone calls.

Tutors to reward on SIMs

Students requiring support with engagement:

Tutors to highlight issue with HoD/Pastoral leader/LB to consider next level of support

KW & V students:

Staff conducting pastoral check telephone calls to reward positive engagement and inform LB where additional support may be required

10