



LONG FIELD
SPENCER ACADEMY

Remote Education Plan

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1. Aims

This policy is intended to provide clarity and transparency to students and carers about what to expect from remote education where national or local restrictions require entire cohorts to remain at home.

This remote education plan aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all stakeholders within the school community with regards to remote learning and provide guidance for this
- Provide appropriate guidelines for data protection
- To ensure that learning delivery meets the guidelines set by the awarding body organisations
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners

2. Roles & Responsibilities

In the event of a part or full school closure the school will revert to remote learning via a variety of platforms such as Arbor, Microsoft Teams, Google Classrooms. **However, all work and instructions to students/parents on what has to be completed will always be on Arbor.**

Teachers should:

- In the event of **partial** or **temporary** closure, teachers should set work for students via Arbor. Teachers should follow their own teaching timetable and should set work with appropriate deadlines for completion.
- In the event of a **full** closure work for students is to be set via Arbor and will follow a set School Emergency Closure Timetable (Appendix 1). Lessons will always be set through Arbor following the structure that has been shared with parents (Appendix 1).
- Ensure that work set for students is accessible and appropriate for all learners.
- Monitor the behaviour of students accessing live elements/live lessons and liaise with Curriculum Directors/Heads of House/Inclusion team over any concerns to allow them to be followed up.
- Follow the curriculum as outlined by Curriculum Directors.
- Discuss with Senior leaders one to one remote sessions to assess any risks. This could be required, to provide pastoral care or provide support for students with special educational needs and disabilities (SEND). Helpful solutions may involve including a parent or additional staff member on the call.
- Provide timely feedback to students about their work. Details on the types of feedback are under the heading Engagement & Feedback within this document.

- Follow the schools safeguarding policy and code of conduct – further information is on page 10 of this document.
- Ensure work is completed by the appropriate student and raise any concerns regarding malpractice with line managers and parents. Teachers need to ensure work provided by students is authentic.
- Ensure school email accounts are used for all correspondence.
- All emails received from parents should be answered ideally within one working day.
- Any concerns or complaints must be shared with Curriculum Directors and line managers who will advise how to respond, if necessary, these should be escalated to the senior leadership team or Principal.
- Attendance to be recorded in line with DfE guidelines.

COVID19 Pandemic Guidelines:

- o Students who are not attending due to pandemic related circumstances will be given an X code.
- o Students who are attending during full closure due to a pandemic as they are the child of a critical worker (See Appendix 2 for definition of critical worker) or vulnerable will be marked as present.
- o Students who are vulnerable are expected to attend school full time, and as such will not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). We encourage vulnerable students to attend but if the parent of a vulnerable child wishes their child to be absent from school, the parent should let the school know that the student will not be attending. The Department for Education expects schools and colleges to grant such applications for leave given the exceptional circumstances. This will be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

Curriculum Directors are responsible for:

- Supporting faculty teams and ensuring protocols are being followed
- Dealing with any complaints that are escalated to them
- Quality assure the work being set and the feedback being provided
- Sharing with staff and monitoring the implementation of the curriculum plan
- Setting up and leading remote staff meetings including continuing professional development /departmental meetings

Senior leadership team are responsible for:

- Coordinating the remote learning approach across the school
- Ensuring staff are following the guidelines for remote learning
- Alerting teachers to resources they could use for remote learning
- Working with teachers to make sure that the work set is appropriate and consistent
- Monitoring the effectiveness of remote learning – regular contact will take place with teachers through zoom and telephone calls/emails
- Setting up and leading remote staff meetings
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

- Emailing and keeping parents/carers informed about coronavirus update messages from the government, the Department for Education and/or the Local Authority and guidance/updates on remote learning provision or how to support their child at home during remote education
- Helping staff and parents/carers with any technical issues they're experiencing
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer within the trust
- Assisting students and parents/carers with accessing the internet or devices
- Supporting vulnerable and disadvantaged students and reduce any digital divide; the senior leadership team will aim to provide internet access and laptop access where students and parents/carers have no appropriate ICT facility
- Ensuring staff have access to continuing professional development on remote learning either internally or through courses ran within the trust
- Keeping staff up to date with teaching and learning strategies for remote learning
- Staff and student wellbeing
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons

Designated safeguarding lead (DSL)

- The DSL will follow the guidelines set out in the school's Child Protection and Safeguarding policy - COVID-19 School Closure arrangements for Safeguarding and Child Protection at Long Field Academy.
- The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL will be available to be contacted via phone or online video - for example when working from home.

3. Remote Education Provision: Information for parents/carers

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

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

A student'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.

Work for students will be set on Arbor initially this may not be live or pre-recorded however work for students to complete will be on this platform and if you have any queries in regards to what students need to complete please email help@longfieldspencer.org.uk.

- **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?**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subject areas, such as rotations in Technology based subjects at Key Stage 3. Similarly, we continue to develop our Long Field core values and our ethos through our House Time programme of activities (Appendix 1).

- **How will the school support my child in developing literacy and numeracy skills during remote learning?**

Developing literacy is a key priority for us here at Long Field Academy. It is focus within lessons and specialist staff will continue to support development of disciplinary literacy through remote learning e.g. Freya models, writing frames, scaffolding etc... Our Drop Everything And Read (DEAR) time and Word of the Week continues to be a priority during any remote learning. Similarly, we will continue to focus on developing numeracy skills, another key priority, through remote learning.

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

Where individual students 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 students both at home and in school.

In this instance work will always be set on Arbor for what your child needs to complete. This may take the form of live sessions where they can take part in the lesson being delivered in school or it will be work based on what students are covering in school.

- **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 take students 5 hours a day.

3.1. Accessing remote education

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

All work set for students will be on Arbor and from here parents/carers will have information on what work needs to be completed and any links to other platforms.

For example, for Live elements (support or teaching) this may be provided via Microsoft Teams.

- **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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

- At the start of the academic year students and parents/carers were asked if they did not have laptops to ensure these were provided well in advance of any potential closure.

- If students require laptops or have any access issues such as internet connections, for information on how the school can help please contact us via help@longfieldspencer.org.uk.
- For the majority of lessons, students will not need to print off materials however, if students require this please contact the school via help@longfieldspencer.org.uk and we will arrange for this to be printed and collected from school. However, for most work set students will be able to write their answers on paper.
- In terms of submission of work instruction on how to do this will always be present with the work set on Arbor. For example, students may be required to email their teacher the work completed or submit via Arbor.

➤ **How will my child be taught remotely?**

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

- live teaching – via platforms such as Teams
- live support (via Teams) with pre-recorded lessons
- live support (via Teams) with work set on Arbor or other platforms such as Sparx.

Please note that Arbor will contain the information students require on what work needs to be completed for each lesson. In addition, all live elements are recorded.

3.2. 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?**

Students should:

- take part in the remote learning sessions provided by the class teacher
- complete work set within Arbor to the deadline set by teachers
- only submit work they have produced themselves, avoiding plagiarism
- seek help if they need it, from teachers
- alert teachers if they're not able to complete work
- follow the following expectations whilst engaging with remote learning live elements:
 - ☐ Join your lesson on time
 - ☐ Make sure you have any resources and equipment needed before the lesson (ask for anything you need in advance from school)
 - ☐ Turn your mic and camera off when joining a lesson
 - ☐ Only use the chat to ask or answer questions from your teacher. Ensure your written communication is of the same high standard as would be expected in your exercise book at school.
 - ☐ Only unmute if instructed to do so by your teacher
 - ☐ Be polite and respectful to everyone in the group. Take part and be involved.
 - ☐ Show resilience, if you are unsure about your work ask your teacher for help using the chat function

- ❑ Submit the work completed using Arbor/Teams, as instructed by your teacher.

Parents/Carers should:

- make the school aware if their child is sick or otherwise can't complete work
- help ensure their child follows their timetable and seek help from the school if they need it via help@longfieldspencer.org.uk
- set up a space at home for their child to work during school hours
- Monitor their child's progress on Arbor and check that their child is completing work.

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

Teachers will monitor engagement through completion of work either in live lessons or through work submitted to their teacher. This will be logged on Arbor and if they have any concerns in regard to this they will be in contact either via Arbor, email or through a phone call.

➤ **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. Our approach to feeding back on student work may take a variety of forms including, although not extensively, the following:

- during live lessons/live elements students may receive live feedback to their responses to questions or activities;
- once work is submitted, teachers may provide individualised or whole class feedback via Arbor, email or during the live lesson/element;
- whole-class feedback or quizzes marked automatically via digital platforms e.g. Sparx, amongst many others;
- our weekly feedback with the Senior leadership team (**see Appendix 1**).

4. Additional support for students with SEN

➤ **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 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 those students in the following ways:

- pupil centred approach;
- effective teaching and learning;
- regular contact with students and parents/carers.

Details of this support for SEND students can be found in Appendix 3 and please do not hesitate to contact our SENDCo if you require any further information, details are below:

Mr S Raithatha - sraithatha@longfieldspencer.org.uk

5. Safeguarding & Wellbeing

5.1. Data

5.1.1. Accessing personal data

When accessing personal data, all staff members will work within their allocated drives.

5.1.2. Sharing personal data

Staff members may need to collect personal data such as email addresses as part of the remote learning system. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online following the Data Protection policy (Trust Policy).

5.1.3. Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
- Ensuring that work is stored appropriately and backed up.
- Making sure that devices are locked if left inactive for a period of time.
- Not sharing the device among family or friends.
- Keeping operating systems up to date – always install the latest update.

5.2. Ensuring Safety

Keeping students and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the school's Code of Conduct will apply.

5.2.1. Live Lessons & Elements

Teaching from home is different from teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to students, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background. Students should also follow the Attitude to learning guidelines. (Section 3.2). In addition, all live elements should be recorded for safeguarding purposes. Should any concerns arise teachers should follow the Safeguarding Policy and parents/carers/students should inform the school by contacting our Designated Safeguarding Lead Mrs Scofield sscofield@longfieldspencer.org.uk

5.2.2. Online Safety

Please find in Appendix 4 access to resources to support parents/carers in creating a safe online environment for their child. In addition, parents/carers should consider setting age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need turning on. Please find in Appendix 4 a list of useful resources to support parents and carers to keep their children safe online.

5.3. Wellbeing support

5.3.1. For Students & Parents/Carers

Where students are required to remain at home helping parents, carers and students to make a weekly plan or structure is important (**See Appendix 1**). These plans should include time for education, playing and relaxing to reduce stress and anxiety.

As set out in [Public Health England's guidance for parents and carers](#), routine can give children and young people an increased feeling of safety in the context of uncertainty. In addition, pastoral support in the form of phone calls, Zoom calls, emails, home visits, weekly Teams meetings from House Tutors, Heads of House, Inclusion Team or Teaching Assistants ensures that there are regular catch ups with students and parents/carers particularly for those most vulnerable.

In addition, the curriculum contains within it, on a weekly basis, a wellbeing session for students alongside time with their House Tutor and assemblies to focus on key issues or provide support.

5.3.2. For Staff

To help support staff during remote learning we have a weekly drop in session to allow staff the opportunity to talk through any concerns, worries or to provide feedback, this is via Zoom to allow those working from home to engage.

Appendix 1: Example full school closure timetable

Year 7	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8.40am – 9.40am	Science	Computing	History	Maths	Maths
Period 2 9.40am – 10.40am	Maths	English	English	History	Science
Period 3 11am – 12pm	Geography	P.E.	MLF	MFL	Design and Technology
Period 4 12pm – 1pm	English	Maths	Science	RS	Design and Technology
House time 1.35pm – 2.10pm	Catch up and Feedback with Mr Haggett	Mindfulness	Assembly	Catch up with your house tutor	Whole school BINGO with Mr Haggett – parents welcome to take part
Period 5 2.10pm – 3.10pm	Design and Technology	MFL	Geography	P.E.	Performing Arts

Year 8	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8.40am – 9.40am	Geography	Maths	P.E.	Maths	Maths
Period 2 9.40am – 10.40am	MFL	Computing	Maths	English	English
Period 3 11am – 12pm	Science	MFL	RS	Design and Technology	Geography
Period 4 12pm – 1pm	History	P.E.	Performing Arts	Design and Technology	History

House time 1.35pm – 2.10pm	Catch up and Feedback with Mr Haggett	Mindfulness	Assembly	Catch up with your house tutor	Whole school BINGO with Mr Haggett – parents welcome to take part
Period 5 2.10pm – 3.10pm	English	Science	MFL	Science	Design and Technology

Year 9	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8.40am – 9.40am	Maths	English	Performing Arts	Computing	English
Period 2 9.40am – 10.40am	English	P.E.	History	Maths	Maths
Period 3 11am – 12pm	Design and Technology	Maths	Science	Geography	MFL
Period 4 12pm – 1pm	Design and Technology	MFL	Design and Technology	Science	P.E.
House time 1.35pm – 2.10pm	Catch up and Feedback with Mr Haggett	Mindfulness	Assembly	Catch up with your house tutor	Whole school BINGO with Mr Haggett – parents welcome to take part
Period 5 2.10pm – 3.10pm	MFL	Geography	RS	History	Science

Year 10	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8.40am – 9.40am	Option subject 1	Science	Maths	Option subject 1	Option subject 3
Period 2 9.40am – 10.40am	Option subject 2	Maths	Option subject 2	Option subject 2	English
Period 3 11am – 12pm	English	Option subject 3	Option subject 3	Maths	P.E.
Period 4 12pm – 1pm	Science	Option subjects 1	English	Science	Science
House time 1.35pm – 2.10pm	Catch up and Feedback with Mr Haggett	Mindfulness	Assembly	Catch up with your house tutor	Whole school BINGO with Mr Haggett – parents welcome to take part

<u>Period 5</u> 2.10pm – 3.10pm	Maths	English	Science	English	Maths
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Year 11	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Period 1</u> 8.40am – 9.40am	Maths	Option subject 3	English	Science	English
<u>Period 2</u> 9.40am – 10.40am	English	Option subject 1	Science	Maths	Option subject 3
<u>Period 3</u> 11am – 12pm	Option subject 1	Science	Maths	English	Science
<u>Period 4</u> 12pm – 1pm	Option subject 2	English	Option subject 2	Option subject 1	Maths
<u>House time</u> 1.35pm – 2.10pm	Catch up and Feedback with Mr Haggett	Mindfulness	Assembly	Catch up with your house tutor	Whole school BINGO with Mr Haggett – parents welcome to take part
<u>Period 5</u> 2.10pm – 3.10pm	Science	Maths	Option subject 3	Option subject 2	P.E.

Appendix 2: Critical workers (COVID 19)

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors

outlined in the following sections. Children with at least one parent or carer who is a critical worker can go to school or college if required, but parents and carers should keep their children at home if they can.

Health and social care

This includes, but is not limited to, doctors, nurses, midwives, paramedics, social workers, care workers, and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the UK's health and social care sector; those working as part of the health and social care supply chain, including producers and distributors of medicines and medical and personal protective equipment.

Education and childcare

This includes: childcare, support and teaching staff, social workers, specialist education professionals who must remain active during the coronavirus (COVID-19) response to deliver this approach

Key public services

This includes: those essential to the running of the justice system; religious staff; charities and workers delivering key frontline services; those responsible for the management of the deceased; journalists and broadcasters who are providing public service broadcasting

Local and national government

This only includes those administrative occupations essential to the effective delivery of:

- the coronavirus (COVID-19) response, and the delivery of and response to EU transition
- essential public services, such as the payment of benefits and the certification or checking of goods for import and export (including animal products, animals, plants and food), including in government agencies and arm's length bodies

Food and other necessary goods

This includes those involved in food: production, processing, distribution, sale and delivery, as well as those essential to the provision of other key goods (for example hygienic and veterinary (medicines))

Public safety and national security

This includes: police and support staff; Ministry of Defence civilians; contractor and armed forces personnel (those critical to the delivery of key defence and national security outputs and essential to the response to the coronavirus (COVID-19) outbreak and EU transition); fire and rescue service employees (including support staff)

National Crime Agency staff

those maintaining border security, prison and probation staff and other national security roles, including those overseas

Transport and border

This includes those who will keep the air, water, road and rail passenger and freight transport modes operating during the coronavirus (COVID-19) response and EU transition, including those working on transport systems through which supply chains pass and those constructing or supporting the operation of critical transport and border infrastructure through which supply chains pass.

Utilities, communication and financial services

This includes: staff needed for essential financial services provision (including but not limited to workers in banks, building societies and financial market infrastructure); the oil, gas, electricity and water sectors (including sewerage); information technology and data infrastructure sector and primary industry supplies to continue during the coronavirus (COVID-19) response; key staff working in the civil nuclear, chemicals, telecommunications (including but not limited to network operations, field engineering, call centre staff, IT and data infrastructure, 999 and 111 critical services); postal services and delivery; payments providers; waste disposal sectors

Appendix 3: Examples of SEND support/Strategies in place for remote learning

Support	Strategy/Actions
Pupil Centred Approach	• All SEND students who are not in school have an allocated keyworker who communicates with them and parents/carers weekly about remote learning. • SEND & Vulnerable students encouraged to attend through regular communication with allocated critical worker. • Students reassured that they can contact teachers via email or Arbor. • Concerns in terms of welfare or provision swiftly escalated to SENDCo/Curriculum Directors. • Keyworkers monitor use of Arbor to monitor students' progress. • Giving students strategies to become independent. • Where appropriate support will be provided as follows: - o 1-1 interventions e.g. Facetime, phone calls; - o Teams ensuring different approaches for different learners; - o Varying deadlines for work submission.
Effective Teaching	All staff are expected to deliver effective support for our SEND students to allow them to engage with the curriculum - For example, although not exclusively: • Clear explanations with detail • Challenge activities for hpa send students • No assumptions or generalisations • Scaffolding – writing frames/exemplars/sentence starters • Chunking of activities • Resources required for lessons are provided in the appropriate format • Different ways to present work e.g. Photos, videos, written work • Teaching assistant's present in live lessons and carrying out small group support • Regular feedback.
Supporting Parents	• For students working at home parents/carers/students are in regular contact with Keywork to raise and concerns or ask further support; • All parents can also email help@longfieldspencer.org.uk and response will be given within 24hrs • Throughout the school day staff are available to support

	parents/carers who are working with students at home • Regular communication with parents/carers about any updates in provision or any Coronavirus updates messages from the government, DfE and /or Local Authority • Providing strategies for parents/carers in terms of Teaching and Learning to help support remote learning.
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Appendix 4: Resources and support for parents for online safety

Click on the links below:

- [Support for parents and carers to keep children safe online](#), which outlines resources to help keep children safe from different risks online and where to go to find support and advice
- Guidance on [staying safe online](#) which includes information on security and privacy settings
- [Thinkuknow](#) provides advice from the national crime agency (nca) on staying safe online
- [Parent info](#) is a collaboration between parentzone and the nca providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London grid for learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

- [Net-aware](#) has support for parents and carers from the nspcc, including a guide to social networks, apps and games
- [Let's talk about it](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK safer internet centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services