

## Expectations of Remote learning

### **Home environment**

The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.

The school supports 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

### **Curriculum**

The plan is 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.

### **Laptops, tablets and internet access**

Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have 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.

### **Supporting children with additional needs**

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.

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### **Monitoring engagement**

The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.

### **Pupil digital skills and literacy**

The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.

### **Curriculum**

The school has 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.

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

### **Curriculum planning**

The school has 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.

### **Curriculum delivery**

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The school has 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 as Oak National Academy), and time given for pupils to complete tasks and assignments independently.

The school uses a digital platform to support effective communication and accessibility for all pupils, including those with SEND.

## Assessment and feedback

The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.

The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.

## Staff capability

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, 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, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.

## Strategic partnerships

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](#) and curriculum hubs.

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### **Realistic expectations of pupils, parents and carers**

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.

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).

### **School community events**

Pupils are 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.

### **Ensuring safety**

There are 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.

### **Online safety**

If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.

### **Wellbeing**

Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.

There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.

### **Data management**

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The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).

### **Behaviour and attitude**

There are clear rules for behaviour during remote lessons and activities. Pupils know them and teachers monitor and enforce them.