



Remote Education Offer

Rationale

The coronavirus (COVID-19) pandemic is an unprecedented challenge for our colleges, and the traditional approach to delivering education. The impact of the pandemic has necessitated many students being out of college, and this will continue to be the case for some students, in line with the legal requirements and guidance in place to tackle the virus. This Remote Education Offer aims to respond to this challenge with a strong and proactive commitment to providing remote education. To this end, De Salis Studio College will ensure that where a class, group of students, or individual students need to self-isolate, or there are local or national restrictions requiring students to remain at home, it will provide immediate access to remote education.

In the event of a college closure, the college is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the college is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term college closures (e.g. as a result of inclement weather) or a short-term student absence.

There is no obligation for the college to provide continuity of education to students who absent themselves from college, with or without parental permission, in contravention to college or government guidance. This may apply, for example, if parents, guardians or carers choose to take students on holiday during term time. Similarly, this would apply if parents, guardians or carers made the decision, without prior agreement with the college, to absent their child from college 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

Planning for remote education

In order to plan this remote education offer, the college considered how to continue to improve the quality of the existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision. Planning also took into account the logistical challenges of remote provision, for example where large numbers of students are required to remain at home.

In developing these contingency plans, the college will:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that are linked to the college's curriculum expectations;
- Give access to high quality remote education resources;
- Select the online tools that will be consistently used across the college in order to allow interaction, assessment and feedback and make sure staff are trained in their use;
- Provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access;
- Recognise that younger students and some students with SEND may not be able to access remote education without adult support and will need to work with families to deliver a broad and ambitious curriculum.

In delivering remote education, the college will:

- Set assignments so that students have meaningful and ambitious work each day in a number of different subjects;
- 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;
- Provide frequent, clear explanations of new content, delivered by a teacher in the college or through high-quality curriculum resources or videos;
- Gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work;
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding;
- Plan a programme that is of equivalent length to the core teaching students would receive in college, including daily contact with teachers.

The college will consider these expectations in relation to the students' age, stage of development or special educational needs.

Remote learning for individual students

Assuming an absence has been agreed with the college, and the student in question is healthy enough to work from home, the college will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parents, guardians and carers will be coordinated by the student's class teacher.

Expectations of students

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting

assessed tasks promptly and to the best of their ability. Students will also be expected to read and respond to communication from the college (e.g. an email from a teacher) on a regular basis.

Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in college. However, if advance notice is possible, teachers will instruct students to take relevant equipment home, or for parents, guardians and carers to ensure they have duplicates. The college does not expect students to have access to any specialist equipment that would usually be provided by the college (e.g. for science or art). Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home.

The college expects that parents, guardians and carers will have internet access at home to access remote learning resources, but teachers will make no presumption of the student's ability to print at home. Where parents, guardians and carers have indicated that they do not have internet access at home, or access to a device, the college will provide hard copies of work.

Expectations of teachers (and subject areas)

The setting and assessment of remote learning tasks will take place in accordance with college and curriculum area policies. Under normal circumstances, curriculum areas take different approaches to the setting and assessment of students' work – for example, the frequency of substantive tasks set, and the regularity of written assessment provided – and curriculum area policies will be applied in the event of remote learning.

In order that we are providing a consistent approach, the Director or Subject Leads are responsible for overseeing the nature and frequency of tasks set and assessed within their key stage. All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen.

Teachers are responsible for providing constructive feedback to their students in a timely manner. The Director or Subject Leads are responsible for overseeing the form and regularity of feedback, and will liaise with their teams and the Principal to ensure consistency.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the Director of Teaching and Learning, or Senior Leader responsible, to ensure work is set to her/his classes.

Expectations of learning time

The college will aim to replicate a student's timetable in its remote education offer, meaning students should receive their full curriculum delivery each day. This will be dependent on how many students are isolating and each

individual class setting. The minimum expectation is that students will receive at least five hours of learning per day, with daily contact from their teacher.

Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in college, where possible. Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-college teaching, and ensure students do not fall behind.

The college's curriculum for each year group is published on the website, so that parents, guardians and carers can follow their child's sequence of learning for each subject.

How remote education will be set

If a whole class is isolating, the teacher will utilise MS Teams to teach their lessons according to their typical daily planning. If conditions permit, the teacher may deliver learning through 'live teaching' their lessons via their computer screen to their class.

Where some students in a class are self-isolating and some are present at college, the teacher will upload the lesson resources and instructions to MS Teams for those students at home to access.

The Teaching Partner will continue to support students remotely, as they would in class.

Variety of learning

The college recognises that students will benefit from a rounded remote learning experience that encourages practical activities, hand-writing, arts and crafts, sports and movement. As such, it is mindful of an over-reliance of technology-focused learning where students undertake their work solely on a device. Teachers will seek to maximise opportunities for students to complete work away from their device, and will ensure that instructions are clear for both students and parents, guardians and carers. The college asks that students are encouraged to read and write (by hand) as much as possible at home. Teachers will provide specific guidance to parents, guardians and carers about how to support remote learning for each year group.

Use of additional platforms

Prior to the necessity for remote education, students and their parents, guardians and carers were already familiar with the following resources that the college uses to provide additional learning opportunities:

- MyMaths
- Maths Watch

- Kerboodle

These platforms will continue to be used to enhance remote learning.

How remote learning will be assessed

Teachers will continue to assess student progress via remote learning, through marking and feedback of students' work that is submitted via MS Teams or the online platforms that are used.

Student Engagement

The college has undertaken a survey of all families to ascertain access to the internet and devices at home, in order for students to be able to undertake remote learning at home.

The college will follow up all students not engaging with their remote learning, and will, if necessary (for example, if there are problems gaining access to the internet) arrange for hard copy work to be sent home.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the college employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research;
- Using the "Comments" function on online documents on MS Teams;
- Sending a direct email to students with specific feedback / targets;
- Feedback via another website / piece of software.

Special Educational Needs and/or Disability (SEND)

For students with SEND, their teachers are best-placed to know how the student's needs can be most effectively met to ensure they continue to make

progress even if they are not able to be in college due to self-isolating. The college will work collaboratively with families, putting in place reasonable adjustments as necessary, so that students with SEND can successfully access remote education alongside their peers.

Where a student 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 student can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

In addition, the college will:

- Ensure its website is kept up to date with services that parents, guardians and carers can access to get support, as well as resources that they can access to support their child. Most of these services are provided through the London Borough of Hillingdon (LBH);
- Ensure that access to services from the Educational Psychology team (LBH) remain open to parents and students and that communication is maintained via telephone and through online meetings;
- Ensure that access to services such as Occupational Therapy, Speech and Language Therapy, Hearing Impairment and Visual Impairment remain open to parents and students and that communication is maintained via telephone and through online meetings,
- Complete risk assessments for students with EHCPs to assess the impact and level of risk that that they may be exposed to as a result of isolating;
- Provide printed resources or alternative resources for students whose needs make hard copy learning more accessible;
- Seek advice from external agencies to establish what additional support can be put in place for those students with EHCPs who need additional support to access remote education;
- Ensure that teachers and support staff continue to implement strategies on student Passports as much as possible and that these will be reviewed as a part of the graduated approach;
- Continue with Annual Reviews via telephone or online if necessary;
- Continue to track targets set for students with Passports and EHCPs and those set by external agencies such as SALT, using the assess, plan, do review cycle.

Vulnerable Children

Where students who are self-isolating are within our definition of vulnerable, it is important that the college puts systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, the college will notify the student's social worker (if they have one). The Principal or Designated Looked After Child (LAC) Lead will agree with the social worker the best way to maintain contact and offer support to the vulnerable student.

The college will also have in place procedures to check if a vulnerable student is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

Pastoral care during a college closure

In event of a college closure, the primary responsibility for the pastoral care of a student rests with their parents, guardians or carers. However, class teachers will check in regularly with their students to monitor both academic progress and their general wellbeing.

Safeguarding during a college closure

In the event of a college closure, students, parents and teachers are reminded that the college's Safeguarding and Child Protection Policy still applies to all interactions between students and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at college. There is a Covid-19 annex to the Safeguarding and Child Protection Policy which provides further detail.

This Remote Education Offer is supported by:

- The De Salis Studio College Online Learning Policy (internal)
- The De Salis Studio College subject specific Remote Education Strategies (internal)
- The De Salis Studio College SEND Remote Education Strategy (internal)
- The Safeguarding and Child Protection Policy, especially with regards to online safety
- Behaviour and Relationships Policy, especially with regards to online behaviour and communication
- The Rosedale Hewens Academy Trust GDPR Policy