St Edward's Academy
Remote Education Provision Spring 2021

Context

This document is designed to share relevant information with students and parents/carers about how remote education will be provided at St Edward's Academy. The information is published on the school website to support understanding of what students and parents/carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

Our aim is to learn from and build upon the good work seen during the first national school closure from 23rd March 2020 until the end of the Summer Term 2020. We know that receiving face-to-face education in school is best for children's and young people's mental health and for their educational achievement. At St Edward's Academy, we are hopeful that the efforts made to contain the virus come to quick fruition so that our students can return quickly to their classrooms.

While we await news of a return to on-site education for all students, we will ensure consistency of delivery of remote learning across all departments at St Edward's Academy. It is our intention that our students experience as close as possible to a 'normal' lesson offer during the second national school closure.

During the second national school closure, St Edward's Academy has offered live remote lessons to all students, beginning on Wednesday 6th January 2021. Students in all Year groups will follow their full timetabled provision in all curriculum areas. It is our expectation that students join each live lesson, as per their timetabled day.

National School Closure: Effective 6th January 2021

The Prime Minister, Boris Johnson, confirmed at 8pm on Monday 4th January that the country would enter a third national lockdown at 00.01 on Wednesday 6th January 2021. During the period of national lockdown, schools will remain open to vulnerable children and young people and the children of critical workers only. All other students will learn remotely until February half term.

At St Edward's Academy, we are sorry that we will not be seeing the vast majority of our students on-site for a while. That said, we fully support this crucial national effort in stemming the spread of the virus. We will ensure that our remote learning provision supports all of our students in accessing their complete curriculum entitlement. We will deliver the full curriculum to *all* students in *all* Year groups. All curriculum areas will set meaningful and ambitious work for all Year groups, as per the normal school timetable. This will help ensure that no St Edward's student is disadvantaged by the period of school closure.

DfE Expectations for Remote Learning

The remote education provided should be equivalent in length to the core teaching pupils would receive in school. The amount of remote education provided should be, as a minimum, 5 hours a day for students in Key Stages 3 and 4. Remote education will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.

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In developing their remote education, we expect schools to:

• 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 so that pupils can progress through the school's curriculum;
• Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use;
• Overcome barriers to digital access for pupils by:
    o Distributing school-owned laptops accompanied by a user agreement or contract;
    o Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
    o It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person;
    o Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern;
    o Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education;
    o Publish information for pupils, parents and carers about their remote education provision on their website by 25th January 2021.

When teaching pupils remotely, we expect schools to:

• Set meaningful and ambitious work each day in an appropriate range of subjects;
• Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
    o providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources;
    o providing opportunities for interactivity, including questioning, eliciting and reflective discussion;
    o providing scaffolded practice and opportunities to apply new knowledge;
    o enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate;
    o using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge;
    o avoiding an over-reliance on long-term projects or internet research activities.

Guidance was updated on 7th January 2021 through the DfE document titled 'Restricting attendance during the national lockdown: schools'. The document can be found here:

[Restricting attendance during the national lockdown: schools (publishing.service.gov.uk)](publishing.service.gov.uk)

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Ensuring Equality of Access to Education

According to a report from the Sutton Trust published in April 2020 and titled 'COVID-19 and Social Mobility Impact Brief #1: School Closures' (https://www.suttontrust.com/wp-content/uploads/2021/01/School-Shutdown-Covid-19.pdf), the national picture during the first national school closure was that:

- 23% of pupils aged 18 and under were reported to be taking part in live and recorded lessons online every day;
- This number varies by socio-economic background - it goes up to 30% for pupils from middle-class homes and down to 16% for pupils from working-class homes;
- 44% of pupils in middle-class families are reported to be spending more than 4 hours a day learning, while 33% of pupils in working-class families are reported to do the same.

The Sutton Trust figures were based on a survey of 1,508 UK parents/carers. It is with the findings of this report in mind that St Edward's Academy are taking all possible steps to ensure continuity of curriculum offer during this second national school closure.

The first national school closure placed schools, pupils, parents/carers and, indeed, the Government in uncharted waters. Much was learnt from our experiences between March and July 2020 and during the Autumn term 2020/21. It is our steadfast aim and our ethical responsibility to reduce the impact of the COVID-19 crisis on the educational outcomes and progress of our students. This poses a substantial challenge, but one which will be met head-on by St Edward's Academy. By offering a full curriculum of live learning for all students, we will secure the future of the current generation.

Online Learning at St Edward's Academy

Beginning on Wednesday 6th January 2021 (and continuing until on-site education resumes for all learners), all students will receive their usual timetabled lessons remotely. Our aim is that students in all Year groups should receive the full curriculum offer. There may be circumstances (for example, staff illness) where the allocated member of staff is not available to teach their lesson live online. In these situations, we will endeavour to offer an alternative which we will communicate as/when necessary. For the most part, the alternative method of curriculum delivery will be a different member of St Edward's Academy staff teaching the live lesson.

We will use two platforms for our remote learning provision: Microsoft Teams and ShowMyHomework. Students will follow their usual school timetable with live lessons that take place at the same time as lessons would normally run in school. Teachers are likely to start the lessons with an explanation of the lesson theme. Teachers will set and explain the tasks that students should complete. Teachers will offer guidance and feedback throughout the lesson, correcting misconceptions and expanding knowledge and understanding. During and at the end of each lesson, teachers will review the lesson aims and consolidate students' learning. This evaluative part of the lesson, where students reflect on what they have learnt and achieved during that teaching period, is vitally important during each remote learning lesson.

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Students should complete their work during their designated lesson time and will be able to ask the teacher questions using the 'chat' function on MS teams. Although students will predominantly remain muted, verbal contributions will be invited and explained by the teacher. The use of the 'chat' function and invited verbal feedback allows for all students to contribute. This also supports the teacher in assessing learning.

All students have been trained in how to use Teams, however if there are any issues, students or parents/carers should contact the school using the hope@steds.org.uk email address so that a member of staff can provide assistance. If students struggle to locate their lesson or have issues with signing in, they or their parents/carers should either email the school or call into reception. The telephone number is 01708 730 462. It is recommended that parents/carers regularly check that their child is able to log in to the required platforms (Microsoft Teams and ShowMyHomework). This will ensure that students do not miss any of their lessons.

If students do not currently have IT provision in the form of a laptop, device or internet connection, parents/carers should immediately contact the school at hope@steds.org.uk. We are determined that no St Edward's student should be disadvantaged by a lack of technology. We will provide support for learners as necessary.

To support remote learning, we are continuing to use the Show My Homework platform as well as MS Teams. Teachers will make it clear where students should find the lesson materials. Students should follow their normal timetabled lessons, and these will appear in their Microsoft Teams calendar at the scheduled time. Students will simply need to click on each lesson to join at the correct time.

The expectation is that students in all Year groups (Years 7 – 13) attend all remote lessons unless unable to due to sickness absence. If a student is unwell and unable to attend remote lessons, please inform the school via attendance@steds.org.uk. In all other circumstances, students are expected to attend all their timetabled remote learning lessons. The school will keep a live register of attendance to the remote learning provision. Our aim is that no student misses out on their curriculum entitlement. To this end, we will be proactively following up unauthorised absence to ensure that all students who are able to attend all lessons.

The school behaviour policy applies to students learning remotely. Any contravention of this policy will be dealt with by the Head of Department, Head of Learning or Senior Leadership Team. The link below leads to the second Addendum to the St Edward's Behaviour Policy: http://www.stedwardsacademy.co.uk/wp-content/uploads/2021/01/Addendum-to-the-Behaviour-Policy-2-January-2021.pdf. We invite students and parents/carers to avail themselves with the second Addendum to the school's Behaviour Policy to ensure that all students are able to successfully access learning.

The link that follows is our online teaching safeguarding document: http://www.stedwardsacademy.co.uk/wp-content/uploads/2020/11/Online-Teaching-Microsoft-Teams-Safeguarding-October-2020.pdf. Students and parents/carers are invited to reacquaint themselves with this document to ensure that learners are dressed and behave appropriately when involved in online learning.

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Remote Education Provision: Information for Parents/Carers

This information is intended to provide clarity and transparency to students and parents/carers about what to expect from remote education during the second national school closure. In future, if local restrictions require entire cohorts (or bubbles) to remain at home, the same remote learning provision will apply.

The St Edward's Academy Remote Curriculum: What is taught to pupils at home

From Wednesday 6th January 2021 (the first day of the Spring term for students and the beginning of the second national school closure), St Edward's Academy has offered *all* lessons for *all* students in *all* Key Stages. Lessons in each curriculum area run live via Microsoft Teams.

We will teach the same curriculum remotely as covered through our in-school provision. However, we have needed to make some adaptations in some subjects. For example, during the period of the second national school closure, we will teach PE theory as opposed to practical PE. The teaching of theory in this instance will support students to prepare for their return to on-site education. We encourage students to try to keep physically active, even though they are unable to participate in their usual practical PE.

Remote Teaching and Study Time at St Edward's Academy

How long can I expect work set by the school to take my child each day?

We expect that the remote education offered by St Edward's Academy will take pupils broadly the following number of hours each day:

	Live Remote Learning	Independent work
Key Stage 3 (Years 7, 8 and 9)	5 hours	1 hour
Key Stage 4 (Years 10 and 11)	5 hours	2 hours
Key Stage 5 (Years 12 and 13)	3/4 hours	4/5 hours

Accessing Remote Education

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

We will use two platforms for our remote learning provision: Microsoft Teams and ShowMyHomework. Students will follow their usual school timetable with live lessons that take place at the same time as lessons would normally run in school. Students should complete their work during their designated lesson time.

Students are encouraged to actively participate in and contribute to each lesson. Their contributions should mirror those expected in on-site lessons. The teacher will ask for feedback using two methods: feedback will predominantly come using the 'chat' function on MS teams. Verbal contributions will also be invited and explained by the teacher. The use of the 'chat' function and invited verbal feedback allows for all students to contribute. This also supports the teacher in assessing progress and planning for future learning.

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All students have been trained in how to use MS Teams. However, we appreciate that there may be occasions when a student needs additional help. If there are any issues, students or parents/carers should contact the school using the hope@steds.org.uk email address. A member of staff will be on hand to provide on-the-spot assistance. This will ensure that students do not miss any of their lessons.

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 will ensure that no student at St Edward's Academy suffers adversely from the impact of IT poverty. We take the following approaches to support those pupils to access remote education:

- We will continue to issue or lend laptops to pupils;
- We will issue myfi routers or pre-paid SIM cards for internet access as necessary;
- We continue to research innovative ways of accessing online learning (eg Xbox and PlayStation).

Parents/carers are strongly encouraged to contact the school immediately using the hope@steds.org.uk email address should they need support with a device or internet access. We will support all areas of IT provision, including by supplying a laptop, device or internet connection. To date, we have been able to provide every family a laptop who has requested one. We will continue to provide this support to ensure that all of our learners are able to access our remote education provision.

How will my child be taught remotely?

St Edward's Academy will offer live teaching (online lessons) for all remote learning during the second national school closure. Lessons will follow the normal school timetable and will take place in *all* curriculum areas for *all* Key Stages. Students will log on to live lessons using the Microsoft Teams platform. The subject teacher will remain live online during the whole timetabled lesson.

At St Edward's Academy, we strongly believe that receiving face-to-face education is best for children's mental health and educational achievement. Nothing compares to the impact of a teacher on our students' attainment and progress, To ensure that no student misses out due to the national school closure, our teachers will ensure that they offer the remote equivalent of face-to-face learning. Our aim is, although the current provision is *different*, it is as close as possible to our on-site provision.

To support our live lessons, we will use a combination of the following approaches as appropriate:

- recorded teaching (e.g. video/audio recordings made by teachers);
- printed paper packs produced by teachers (e.g. workbooks, worksheets);
- textbooks and reading books pupils have at home or are supplied by the school;
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences;
- long-term project work and/or internet research.

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Information will be shared through both Microsoft Teams and the ShowMyHomework platform.

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?

Expectations for students' engagement with remote education:

- Log-on to live lessons via Microsoft Teams at the required times. Live lessons are running for each curriculum area and each Year group. Live lessons follow the normal school timetable. Students are expected to log on and participate in all live lessons, as they would during the regular on-site school day;
- Students should ensure they join each live lesson on time. Punctuality is important to avoid missed learning opportunities and to ensure the learning of others is not disrupted;
- Students should remain muted. Verbal contributions will be invited and explained by the teacher;
- The vast majority of contributions made by students will be made through the 'chat' function. This allows for all students to contribute. This also supports the teacher in assessing learning;
- 'Chats' are retained by MS Teams and used by teachers to monitor student engagement and assess learning over time. Students must use proper online conduct, such as using appropriate language in 'chat' messages;
- Students should only use the 'chat' function for work related purposes. All comments should be purposeful, focused and related to learning. Inappropriate use of the 'chat' function will be sanctioned;
- Students should use the 'chat' / 'hands up' functions to ask for support where required;
- Students should follow the St Edward's Academy Behaviour Policy, the first Addendum to the St Edward's Academy Behaviour Policy and the Acceptable use of IT Policy;
- Students should follow the Covid-19 Safeguarding and Child Protection Policy Addendum 2020/21, which is available on the school website;
- Students should complete work to the best of their ability to meet the deadline set by teachers;
- Completed work should be uploaded by students for feedback and review;
- Students should seek help if they need it, from teachers or teaching assistants. This can be obtained through the use of the 'chat' function, by asking teachers to 'unmute' in order to allow for questioning or through the ShowMyHomework platform. This includes the necessity to alert teachers if students are not able to complete the work set.

Expectations of parental support

We ask that parents/carers try to best support their children in engaging with the full curriculum offer. This includes by ensuring that:

- Your child attends every lesson on their timetable;
- Your child joins each lesson on time and ready to learn;

- Your child has a quiet space to work uninterrupted (please contact the school if your family circumstances do not allow for this);
- Your child has the correct resources to support their learning (if financial constraints prevent this, please contact the school for support);
- Your child gets a good night's sleep and has established a good routine (parents/carers can contact the safeguarding team for support with this at safeguarding@steds.org.uk);
- Your child remains hydrated as this is proven to aid concentration;
- We recommend your child takes some form of exercise (during lunch time or after lessons).

We encourage parents/carers to ask for support if you need it. There will inevitably be difficult and challenging times for students and parents/carers. If you need help, the St Edward's Academy team are trained and able to offer support. Support streams can be practical as well as help with aspects of mental and emotional well-being. Please contact safeguarding@steds.org.uk and a member of senior staff will call you back.

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

St Edward's Academy has closed to all but vulnerable pupils and the children of critical workers during the national lockdown commencing early January 2021. Each day at St Edward's Academy, a number of students will be in attendance on-site because they are vulnerable or their parents/carers are critical workers. The school will submit the daily attendance return to the DfE each day by 2.00pm. The school will follow-up on any student from the vulnerable learner category who is expected to attend on-site provision, who does not arrive. As necessary, this will include communication on the day of absence with the child's key workers (for example, social care team or virtual school). The school will also follow-up with any parent/carer who is a critical worker has arranged care for their child and the child subsequently does not attend.

Page 26 of DfE guidance on 'Restricting Attendance during the National Lockdown' explains processes for recording attendance:

"All pupils who are not eligible to be in school should be marked as Code X. They are not attending because they are following public health advice. As vulnerable children are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining).

If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know. The Department expects schools to grant applications for leave of absence given the exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school), unless another authorised absence code is more applicable.

Schools should not plan for rotas or allow children other than those who are vulnerable or whose parent or carer is a critical worker to attend on-site, even if the school believes it can accommodate more children safely."

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The attendance team at St Edward's Academy will follow this Government guidance in terms of recording attendance through the formal SIMS registration system.

In order to lessen the detrimental impact of the national school closure on the outcomes and experience of our learners, the attendance team will also record, monitor and follow-up attendance to our remote learning provision.

All timetabled lessons are live to all Year groups in all Key Stages in each curriculum area, effective from the first day of the Spring term (Wednesday 6th January 2021). Students are expected to join live lessons, as per their timetable, unless they are unwell. Student sickness absence will be reported using the absence line and attendance@steds.org.uk email address.

By recording attendance to the St Edward's Academy remote learning provision, we are able to monitor attendance and act to ensure that no student is disadvantaged by the national school closure. Attendance will be checked for every lesson and the school attendance team will follow-up non-attendance with parental phone calls.

Where there is continued non-engagement with lessons, the attendance team will contact parents/carers to arrange a virtual meeting to discuss any issues impacting on engagement with remote learning. One possible outcome could be the attendance to on-site provision as a vulnerable learner.

How will you assess my child's work and progress?

When learning and teaching remotely, it is easy for students and teachers to forget all of the methods used to provide feedback. We aim to mirror the successful methods used in the on-site classroom to provide feedback to our learners. At St Edward's Academy, we aim to utilise all proven strategies for feedback creatively so that they are practically replicated with remote alternatives.

In the on-site classroom, teachers give:
- 1-to-1 feedback at a pupil's desk;
- Whole-class verbal feedback;
- Individual written feedback.

We aim to mirror these proven strategies through our remote learning provision by:
- Continuing a personal and developmental conversation with students; using the 'chat' and verbal feedback function to assess students' learning and respond to this by giving spoken feedback to individuals;
- Sprinkling some individual verbal feedback throughout the week based on a response to the work submitted;
- Providing verbal whole-class feedback;
- Ensuring that learning from the previous lesson is revisited in subsequent lessons;
- Wrapping the week up with some live feedback to celebrate individual and whole class work;
- Providing written feedback in response to key pieces of work submitted. We will use the platform SMHW to feedback on student work. This may include individual feedback or whole class feedback.

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Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

We will provide regular feedback in line with our marking and feedback policy.

Additional support for pupils with particular needs

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 pupils with special educational needs and disabilities - SEND) may not be able to access remote education without additional support. 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:

- A designated keyworker will maintain regular contact with each family, at least once a week (and, in some cases, daily);
- Some vulnerable learners will be attending school where they cannot access learning at home;
- We have a rota of support staff who will provide on-site support and intervention for these students;
- Teaching Assistants are also joining MS Teams lessons to provide support and are setting up Teams Interventions with designated students.

When planning remote provision to meet the needs of all learners, we consider the individual needs of each child and their home environment. We have taken the time to:

- Look at each pupil's individual profile and consider what this means for remote learning in the context of different subjects and the curriculum they are covering;
- Discuss with the SENCo and SEND team what will work best for each individual child, and the support available;
- Talk to the family, and the pupils themselves if appropriate, about the set-up they have at home and what is working well or is challenging during lockdown. In these conversations, we will find out:
  o How much and what kind of family support would be available at home. Would parents/carers be helping with remote learning, or possible siblings? Are parents/carers working from home and therefore less available to help?
  o The pupil's level of access to technology and how confident they are using this technology.
  o What the home environment is like for learning. Do they have a dedicated space for working? Are there lots of distractions in the space they'd be learning in?

Utilising the profiles of the children we teach and having these conversations is a priority.

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Replicate school support as much as possible

At St Edward's, we have focused on recreating the support that helps each child in school, at home:

- If pre-teaching assists a student in school, we will replicate this with a phone call from a TA the day before the lesson to go through the content in advance;
- If 1:1 support helps during specific subjects, a TA will join the MS Teams live lesson. The TA will support the student while they are completing the learning. This will involve answering questions and giving encouragement;
- Sending home any physical resources that support the student in school, such as visual timetable strips, workstation trays, pencil grips, vocabulary charts, task planners, writing slopes, spell checkers, maths manipulatives, fidget toys or sensory resources;
- Creating predictable routines to avoid anxiety (eg sticking to the school timetable as closely as possible when pupils are learning remotely);
- Prioritising regular contact with someone from school, to keep relationships strong. Aim to have meaningful conversations with every child and/or their family every week.

Support for parents/carers of pupils with SEND

When students are learning remotely, we will maintain contact with families at least once a week. Our main message to parents/carers is "don't be too hard on yourself". Parents/carers should be reassured that we are all facing a huge challenge and all parent/carers can do is their best. At St Edward's Academy, we will:

- Celebrate what's going well, and encourage parents/carers to be honest when things aren't working so that the school can offer support;
- Change our remote learning provision if the current situation is causing stress for our learners, and help support parents/carers with creative solutions;
- Support parents/carers to create a learning environment that's different to the rest of the home. This will help pupils struggling to understand 'school at home' (eg by creating a learning area that's away from where they sleep and eat, a school timetable on the wall, or even putting on school uniform);
- Encourage parents/carers to aim for a consistent routine (e.g. breakfast and lunch at the same time as on a normal school day). That said, parents/carers should not worry about maintaining a rigid structure if it isn't working. The SEND team are available to support;
- Encourage parents/carers to embrace the flexibility that comes with remote learning (e.g. if it's easier to do maths work in the morning, but the timetable says PE, change it around). We want parents/carers to know that we can make adjustments: as long as the learning is happening, it doesn't matter when it's happening.

We invite parents/carers to contact Catharine Wensley (SENCo) at senco@steds.org.uk to discuss any streams of support necessary.