Remote Education Statement

Government guidance places an expectation on schools to have a strong contingency plan in place for remote education provision to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of students are required to remain at home. Arrangements are also in place for individuals where remote education plans are in place.

Use of MS Teams

Teams training is available to all staff and is regularly updated by the Head of Computing. For safeguarding and monitoring purposes teachers should add the Deputy Head &/or Head of Prep to subject Teams as a teacher and add the Deputy Head &/or Head of Prep to pastoral Teams as a teacher. When setting work teaching staff are expected to:

• Upload assignments to Teams setting realistic deadlines which allow for flexibility.

• Try to reduce the requirement for pupils to print. Check the quality and user-friendliness of worksheets issued.

• Continue to liaise with Head of Learning Support regarding differentiation of work for those on the provision map. Remind those children who are on the Provision Map and have access arrangements of the Immersive Reader function.

• Make expectations for each lesson clear - what is a priority for children to try and complete and what is extension work and therefore non-essential. In Prep use the What, Why, How template.

• Remind pupils to keep up with the work as best they can whilst reassuring that we are flexible and not everybody is going to be able to complete all the work set. Pupils should not be expected to do anything over and above what they can complete in lesson time.

• Homework should not be set.

• Follow as closely as possible the curriculum statements published on the school website https://www.leehurstswan.org.uk/curriculum-statements?m=7

• Consider content of the work set and the potential impact on mental health.

Providing support during lessons

• Teachers provide video support in lessons from Year 3 upwards. This should be recorded from the outset to include informal chat at the start of a lesson. Pupil webcams should be switched off unless invited to turn video on. It should be made clear to pupils when teachers will be starting and finishing live learning and give adequate warning.

• Teachers may also pre-record and upload audio or video clips.

• Teachers use MS Teams to give regular and timely feedback on submitted work using the * and T approach as set out in the Marking policy.

• Opportunities for review of feedback should be built in to enable pupils to reflect, consolidate and progress.

• Merits may be awarded by sending praise symbols to pupils. Supporting pupils without suitable online access

We recognise that not all pupils will have access to suitable IT hardware or sufficiently robust broadband services to support remote teaching and learning. Where possible we will ensure that pupils without access to technology are provided by a personal laptop to be used during a prolonged period of remote education.