



IPAT POLICY FOR REMOTE EDUCATION (M20)

From September 2020. To be reviewed as required.

Our vision is to develop flourishing, lifelong learners in partnership with the communities we serve. Our policy for remote learning continues this vision as it is designed to support children and parents during self-isolation periods and class / school closures to reduce the impact on loss of learning from school. In the event that your child needs to self-isolate or lessons are suspended for any period of time, we aim to establish rigorous home-learning to enable children to continue their education away from our school sites with appropriate support structures to ensure equity for all children.

Aims

This policy aims to:

- Ensure consistency in the expectations of children, parents and staff.
- Ensure consistency in the approach to remote learning for all pupils who aren't in school through the use of quality online and offline resources.
- Provide clear expectations to members of the school community with regards to the delivery of high quality, interactive remote learning.
- Ensure continuous delivery of the school curriculum.
- Support effective communication between schools and families to ensure engagement and attendance.

Who is this policy applicable to?

- A child (and their siblings if they also attend) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- The wider school in the event of a lockdown.

Home and school partnership (please also see our virtual live lesson protocols)

We are committed to working in partnership with families and recognise each family is unique and, because of this, remote learning will look different for different families in order to suit their individual needs. It is beneficial for children to maintain a regular and familiar routine and we recommend each 'school day' maintains structure. Each school will ensure teachers are able to interact with children and families through our Google Classrooms. Our youngest children may use Tapestry / the relevant school website instead. We acknowledge that some families may face a lack of digital devices and/or internet connectivity and we will endeavour to support them. Paper copies will always be available when needed.

Please note that all learning materials produced by a school can be shared widely. However, pupil logins to our learning platforms and website subscriptions that each school has purchased must not be shared externally.

Contingency plans

We expect all IPAT schools to:

- Use a curriculum sequence that allows access to high quality online and offline resources linked to the school's curriculum expectations.
- Select online tools that can be used consistently across the school in order to allow interaction, assessment and feedback.
- Ensure all staff are trained in the use of the relevant online tools.
- Provide printed resources and workbooks for children who do not have suitable online access.
- Recognise that younger children and some children with SEND may not be able to access remote education without adult support. Schools should work with families to deliver the broad and ambitious curriculum.

When teaching children remotely, we expect all IPAT schools to:

- Set a structure to each school day.
- Set assignments so that pupils 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 taught, practised and built incrementally. There should also be clarity about what is intended to be taught and practised.
- Provide frequent, clear explanations of new content, delivered by a teacher or through high quality curriculum resources and/or videos.
- Gauge how well pupils are progressing through the curriculum, using questions, quizzes 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 assessments and feedback.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- Avoid an over reliance on long-term projects or internet research activities.
- Consider all of the expectations in relation to the child's age, stage of development and/or SEND, for example where this would place significant demands on parental support.