

Remote Learning

THE FLYING HIGH ACADEMY LADYBROOK



Remote Learning Policy

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1. Rationale

This Policy has been written to support The Flying High Partnership schools communities during school closures and will set out clearly overarching expectations for staff, parents, and children during this time.

Schools are expected to have a clear plan in place to deliver remote learning provision. Each school has their own Remote Learning Offer displayed on their school website, which is tailored to their individual needs and circumstances, but shaped by this Policy.

2. Partnership Remote Learning Principles

The Partnership remote learning offer is a research-based, hybrid approach which has been built around the following principles:

- No child should be disadvantaged by our offer.
- Teachers teach; parents are partners.
- Enable a balance of quality provision and the support of staff wellbeing.
- Monitoring of engagement is rigorous, and bespoke intervention is swift to prevent widening of any attainment gaps.
- A daily element of face-to-face interaction to support wellbeing and engagement (pre-recorded and live).
- The offer in the classroom reflects the remote offer, enabling children to move between the two if needed.
- Schools will use their best endeavours to ensure children with SEND and those categorised as disadvantaged have their needs effectively met to ensure they continue to make progress.
- Selection of the right tool for the right job is driven by the learning focus and is responsive to the pupils' needs and feedback.
- There is a continuation of the ambitious, planned curriculum with clear sequences of learning.
- Basics skills and knowledge within the core subjects are identified and prioritised.

- The structure (*lesson design model*) and features (*clear explanations and modelling, questioning, scaffolding and feedback*) of Quality First Teaching are vital wherever the learning is taking place.
- Feedback is planned for and used effectively to adapt teaching, secure understanding and consolidate learning.
- The learning gained from providing remote education will be embraced as an ongoing Continuous Professional Learning opportunity to continually improve the quality of provision across the Trust.

3. Remote learning responsibility

All schools will deliver the remote learning offer through a nominated digital platform. At The Flying High Academy Ladybrook (FHAL), the platforms are Class Dojo and Microsoft Teams.

The member of the senior leadership team responsible for remote learning is Evie Scarborough, supported by Kelly Rose.

4. Hybrid approach

Schools will offer a hybrid approach which has been based on research to enable us to deliver our remote learning offer.

The hybrid approach will include a combination of the following:

- pre-recorded lessons, e.g. loom recording over presentation slides
- commercially produced materials
- physical paper packs sent out to children
- use of live-streamed sessions to provide feedback, support, inputs to individuals

All schools will provide this range of opportunities but not necessarily all of them every day, nor will there be an over-reliance on just one method of delivery. Teachers will pick the approach that best meets the needs of their children and of the learning opportunity they are delivering within each session, being mindful of maintaining high levels of engagement.

The hybrid approach has been developed from the principles above, also taking into account the following considerations:

- To provide flexibility to enable children to engage, and parents to support them.
- To support the pace of the learner and provide opportunities to pause and review.
- To increase levels of engagement and connectivity to prevent the widening of any attainment gaps.
- To utilise high-quality existing resources, where appropriate, rather than creating from scratch.
- To provide a range of meaningful assessment and feedback opportunities.

Pre-recorded lessons can be a powerful tool to aid children in their learning. This allows teachers the opportunity to focus their full attention on the quality of the lesson, their explanation, and the examples they are giving. Some of the benefits are listed below:

- Where new learning is being introduced or a challenging concept is being presented, children can 'rewind' and revisit as many times as they want.
- Children can progress at their own pace of learning.
- Flexibility is provided where connectivity is poor.
- Some children benefit from watching the material in smaller, more digestible chunks.
- Some children may be more engaged with the pre-recording rather than with a live session.

We recognise that live interaction is important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. The use of live interaction is likely to support pupil motivation and lead to better progress.

Live interaction between children and staff can take place in a number of ways and might include the following:

- morning check-ins
- focused support
- 1:1 live support for targeted children
- work focusing on a specific misconception
- story-time
- delivering the input to the class

The school will develop different models of this hybrid approach in response to the circumstances of the closure.

[DFE Remote Education guidance](#)

5. Shared Expectations

It is of fundamental importance that all pupils, staff and families within Flying High Partnership schools share expectations with regards to remote learning. These have been considered alongside the DfE expectations (*italicised* text indicates Trust views):

- 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 *existing planned* 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. Ensure staff have sufficient training to use the digital platform effectively, enabling them to address remote learning expectations.
- Overcome barriers to digital access for pupils by auditing the school community and distributing school-owned devices such as tablet or laptops as appropriate, accompanied by a user agreement or contract and/or providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with support for parents/carers and other forms of communication to keep pupils on track or answer questions about work.
- Some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. School will engage with vulnerable families to decide if home or school provision best meets their needs. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors. Schools will have a clear system of monitoring and review to include consideration of pupils who may fall into the vulnerable category over time.
- Systems need to be in place for checking, daily, whether pupils are engaging with their work. School will work with families to rapidly identify effective solutions where engagement is a concern. (See Appendix 4 - Engagement Tracking example.)
- School will consider how to blend into remote education what we already know about effective teaching in the live classroom through providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources. Other considerations are below:
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - providing scaffolded practice and opportunities to apply new knowledge
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate

- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- avoiding an over-reliance on long-term projects or internet research activities.
- All Trust schools will have published information for pupils, parents and carers about their remote education provision on their website.
- All Trust schools will ensure that the provision meets expectations for remote education and effectiveness is reviewed. [DfE Review your remote education provision](#)

6. Engagement

All schools are to have systems in place for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.

As set out in the [guidance for full opening](#), schools should monitor and robustly track pupil engagement of remote education provision.

Schools should ensure their engagement tracker is completed (see Appendix 4) in line with the Trust agreed graduated response expectations (Appendix 5 – Engagement Protocol: Graduated Response).

7. Curriculum

It is a Trust-wide approach that a school's remote curriculum is based on a continuation of the long-term school curriculum planning already in place. The school's remote curriculum should consist of a cohesive learning sequence covering a wide range of subjects over time, culminating in a broad and balanced offer.

Schools should plan a remote learning curriculum that is structured upon a daily timetable with the following minimum daily time allocations:

- **KS1** – 3 hours
- **KS2** – 4 hours

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as the effectiveness of live classroom teaching. Some of these factors are listed here:

- ensuring pupils/students receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- enabling the application of new knowledge or skills
- enabling pupils/students to receive feedback on how to progress.

Research has significantly influenced the Trust lesson design model which is as follows:

- Reactivate
- Teach, Facilitate, Model
- Learn Together
- Independent Learning
- Review

Providing Feedback

Pupils need to receive timely and frequent feedback on how to progress. Assessment is used to ensure teaching is responsive to the pupils' needs and addresses any critical gaps in knowledge.

To ensure feedback is effective:

- children need to engage in their learning
- teachers need to assess the learning by receiving feedback from the children
- teachers need to provide feedback to the children to keep the learning on-track.

8. Equality of Access and Support for SEND

We recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs.

[Guidance of Full Opening \(DfE\) - Remote Education Expectations \(DfE\)](#)

We are passionate about equality and equity. In the event of partial or full school closure, we need to work with each and every individual family to ensure equality of access. For pupils with SEND, teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil 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. Schools will remain responsible for the coordination of the provision. In the event of the provision not being available, schools will use their best endeavours to seek alternatives.

As a school, we will continue to follow a graduated response using the assess, plan, do and review cycle.

Please see Appendix 6 for advice on supporting children with SEND at different tiers during partial closure.

9. Safeguarding

Keeping pupils and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the school's staff behaviour policy (sometimes known as a code of conduct) will apply.

DfE Guidance for full opening of schools

- Schools must review the Child Protection Policy (led by the Designated Safeguarding Lead) to reflect the move to remote education for most pupils.
- Schools must continue to have regard to the statutory safeguarding guidance, Keeping Children Safe in Education.

As previously referenced, all schools will follow a graduated response (see Appendix 5) and where necessary this will trigger safeguarding procedures to ensure the safety of our children.

A suite of documents has been created to support the safeguarding of children during remote learning:

Appendix 7 - Protocols for pre-recorded videos

Appendix 8 - Getting ready for live streaming - Preparation/Planning/Implementation

Appendix 9 - Getting ready for live streaming - Parent/carer/Staff/Pupil agreement

Appendix 10 - Getting ready for live streaming - Protocols

Appendix 11 - Getting ready for live streaming - Checklist

10. Personal data and GDPR

All staff are expected to follow school policy when managing personal data and staff must consider the issues described below.

The principles and approaches set out within school Data Protection, Privacy and GDPR policy documents must continue to guide practice during the delivery of remote teaching.

Staff are reminded of the below:

- Take care not to share staff or pupil data whilst screen sharing.
- Take care not to share contact details when emailing multiple people.
- Be careful when sharing usernames and other personal data for access to online resources.
- Ensure that they provide access to school data systems safely.

Flying High Trust is fully compliant with the requirements of the General Data Protection Regulation which came into effect in May 2018. Data held and processed by the Partnership is done so in line with the requirements and is stored securely, used for its intended and lawful purpose, and disposed of securely in line with retention regulations.

For full details, please access the Data Protection Policy and Privacy Notices available on our Trust website via this [link](#)

11. Continuing Professional Learning (CPL) Offer

CPL gives teachers the chance to reinforce existing skills, as well as learning new ones, and is essential as we continue to deliver learning remotely with increasing effectiveness.

The [EEF's rapid evidence review into Remote Professional Development](#), has identified five 'key findings and implications'. Number 5 is as follows:

Remote professional development requires supportive school conditions (support from leaders, protected time, tech-specific training, platform ease of access).

In other words, the key ingredients that make CPL effective apply for remote CPL too. A good reference point for effective Professional Learning is the [DfE Standard for Teachers' Professional Development](#). Their recommendations are as follows:

1. Professional development should have a focus on improving and evaluating pupil outcomes.
2. Professional development should be underpinned by robust evidence and expertise.
3. Professional development should include collaboration and expert challenge.
4. Professional development programmes should be sustained over time.

And all of this is underpinned by, and requires this final recommendation:

5. Professional development must be prioritised by school leadership.

In order to achieve these outcomes, Trust schools will conduct ongoing monitoring, evaluation, and quality assurance of its remote provision to identify strengths and areas of development. Once identified, the individual schools will share the strengths and address any areas for development, e.g. providing staff with opportunities to develop high-quality remote teaching through self/paired reflection using the 'top tips', staff meetings to review provision, SLT reviewing the quality of the remote learning, and providing developmental feedback.

To further support the development of high-quality remote learning, the Trust will provide a suite of provision. This will include the following:

- Regular updates and advice through the Education Briefings

- Teach Meets
- Remote Learning focus within Networks
- Access to the Remote Learning Directory - Remote Learning Directory
- Curriculum leads to share remote learning resources
- National College resources

12. Links with school-based policies/premiums

This Policy is linked to these documents:

- Attendance Policy and any coronavirus addendum
- Behaviour Policy
- Child Protection Policy and coronavirus addendum
- Code of Conduct
- Data Protection Policy and privacy notices
- Home-school Agreement
- ICT and internet Acceptable Use Policy
- Online Safety Policy
- SEND Policy

In addition, the following school-based premiums and their Strategies will also be linked:

- Catch-Up Premium
- Pupil Premium

13. Appendices

Appendix 1 - Expectations for Parents & Children

Appendix 2 - Top Tips for Pre-recorded Lessons

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Appendix 1 – Expectations for Parents and Children

Expectations for Parents

Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an [optional template](#) is available to support schools with this expectation.

[Guidance of Full Opening \(DfE\) - Remote Education Expectations \(DfE\)](#)

Children are expected to engage in the school remote learning provision daily.

Routines

- Keep to usual school daily routines – getting up/bed times
- Set up a 'usual' remote learning timetable that includes breaktimes

Readiness to learn:

- Choose a place that is quiet and free from distraction for your child to learn
- Follow usual online safety rules for digital devices
- Ensure all resources are available, e.g. pencils, paper

Respond to need:

- Check in with your child at points during the day
- Contact school if you have any issues or concerns

Expectations for Children

Mission - 'Relentless in our strive for excellence'

Basics:

- Get up, get dressed and be ready to learn
- Have your water bottle and a snack nearby
- Make sure you have everything you need, e.g. pencils and paper
- Complete the remote learning that has been set
- If you are stuck, ask your teacher using Dojo/Teams

Behaviour for learning:

- Enjoy the challenges
- Be attentive during learning time
- Make sure you follow our school online safety rules
- Have a go at working on your own
- Treat others with respect and kindness
- Capture your successes and think about next steps

Brilliant work:

- Make sure you have done what your teacher has asked
- Have pride in your work and present it to the highest standard
- Check your work before submitting it to your teacher

Appendix 2 - Top Tips for Pre-recorded Lessons

Familiarity

- F1. Continue to use** school routines, resources, and approaches e.g., actions, flashcards, 1, 2, 3 look at me.
- F2. Make links to previous learning.**
- F3. Show your normal relationship** with your class on screen; remember who you are as a person and as a teacher.
- F4. Follow the structure of lesson design** as much as possible e.g. the children pause the video to complete the independent practice and then resume the video to take part in the pre-recorded reflection activity

Clarity

- C1. Give an overview** at the start e.g., 'For today's learning you will need', provide an overview of the lesson, 'Now we have seen through the learning, this is what I would like you to do...' [provide explicit instructions, show what is required for the task, what to do when completed]
- C2. Keep it simple.**
 - Simple graphics that highlight the key concepts and features.
 - Consider the best method of communicating the key learning.
 - Consider whether the children can read everything on your screen and highlight what you want them to focus on.
- C3. Model answers** and **show** them on screen.
- C4. Articulate your thinking process out loud.**
- C5. Provide opportunities for self-assessment** so children can reflect on their learning, address it and be successful. E.g. checklist
- C6. Know the devices** your children are using – **use this information** to consider the layout of your resources and the time they will be asked to remain focused.

Engagement

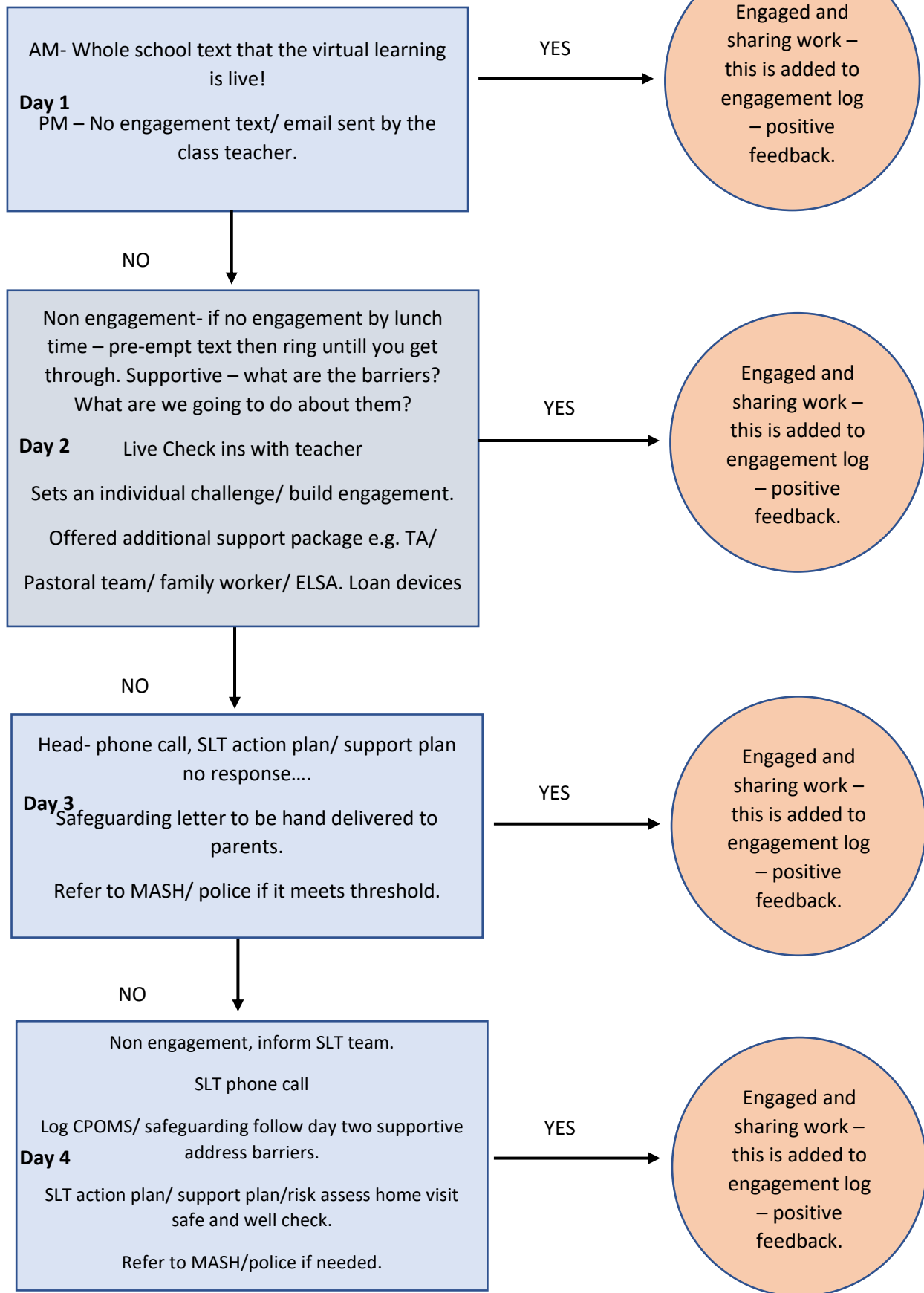
- E1. Continue to set high expectations** and a **positive tone** from the beginning.
 - **Picture the children** at home (and at school) and **engage with them** and not the screen. Show **personal touches** (e.g., lean in, smile, make an aside)
- E2. Draw attention to the focus of the learning, use appropriate vocabulary** and **clarify its** meaning e.g., the learning objective on each slide.
- E3. Allow time** for children to **think** and **complete tasks**.
 - Intersperse teacher talk with activities and other opportunities – Ping Pong approach
 - Give children time to reflect by pausing to give children time to think or pausing the video, asking them to have a go then resume the video when they are ready.
 - Don't talk too quickly.
- E4. Continue to encourage interactivity** e.g., repeat after me, my turn-your turn, circle the adjective with your finger.
- E5. Share specific praise** to encourage interactivity.

Appendix 3

Managing and Addressing Misconceptions following Feedback

- Clarity of **modelling** – step by step with an appropriate **pace** for the intended session – **different to the lesson** – this session is in response to feedback from the lesson.
- **Everything that is shown is talked about and everything that is talked about is shown.**
- The power of **repetition** and the **preciseness** of language.
- Giving the answer and explaining why it is the answer – **modelling the process.**
- **Teacher asks...** Accepts and **echoes** an imaginary answer.
- **Let the point be the point.** Giving the children the answer to the calculation so they can focus on the structure of the problem.
- **Making thinking explicit** and **drawing attention** to the **relevant** part of the **model** – muttering author, use of the laser pointer.
- **Focus** in on the **specific misconception.**
- Making **connections** between the **thinking, modelling** and original **question.**
- Offering **multiple** possible **answers** to **guide thinking.**
- Give children the **opportunity** to **show** the **misconception** has been **clarified.**

Appendix 5 – Engagement Protocol: Graduated Response



Appendix 6 - Inclusion during Partial Closure

Inclusion during Partial Closure

Context: During partial closure in January 2021 the expectation is that pupils should continue receiving new learning and home learning which mirrors the learning pupils would receive within school.

- *Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs – [Guidance of Full Opening \(DfE\) - Remote Education Expectations \(DfE\)](#)*

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to physically be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil 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. [Restricting attendance during national lockdown](#)

As a school we will continue to follow the graduated response using the assess, plan, do and review cycle. The table below outlines the different scenarios of learning for children and what schools need to consider in order to meet their needs.

	In School in 'normal times'	During Partial Closure - in School	During Partial Closure – at home	Useful Links
Universal Offer	<p>Teaching is in line with the Inclusive Quality First Teaching guidance</p> <p>Trust Teaching and Learning principles inform practice</p> <p>Trust Lesson Design and Curriculum framework followed</p>	<p>Teaching is in line with the Inclusive Quality First Teaching guidance</p> <p>Trust Teaching and Learning principles inform practice</p> <p>Trust Lesson Design and Curriculum framework followed</p> <p>Trust Remote Learning principles and protocols followed</p> <p>Visual timetables – things may be different to 'normal'. <i>What am I doing today?</i></p> <p>Inform children of changes of staff, routines etc.</p> <p>Work into the curriculum focused Wellbeing sessions, opportunities to talk and share – worries about family, stories from the news, missing friends, loss/bereavement – lots of support on Educational Psychology Service Resources</p>	<p>Trust Remote Learning principles and protocols followed</p> <p>Trust Live Streaming agreement shared and followed</p> <p>Trust Lesson Design and Curriculum framework followed</p> <p>A blended approach with teacher pre-recorded, commercial pre-recorded and appropriate follow up activities.</p> <p>Feedback is provided to the children through the online platform/live sessions etc</p> <p>Provide resources – replicate resources from the classroom e.g. word banks, whiteboards, workbooks, stationery.</p> <p>Support parents/carers to create an appropriate workspace for children – quiet and free from distraction, flat surface to write on and appropriate height etc.</p> <p>Understand the access to technology in the home and provide appropriate solutions.</p>	<p>Inclusive Quality First teaching document</p> <p>Free Resources Archives - ELSA Support (elsa-support.co.uk)</p> <p>Educational Psychology Service Resources The East Midlands Education Support Service (em-edsupport.org.uk)</p> <p>Parent advice from BBC https://www.bbc.co.uk/cbeebies/curations/parenthood-tips-and-tricks</p> <p>Advice for parents and staff on sensory needs and movement breaks https://www.griffinot.com/sensory-movement-breaks-tips-for-success/</p> <p>https://www.griffinot.com/sensory-diet-cards-and-videos-free/</p> <p>NSPCC – support for parents https://www.nspcc.org.uk/keeping-children-safe/support-for-</p>

			<p>Engagement tracked and graduated response followed.</p> <p>Work into the daily timetable, wellbeing activities, movement and rest breaks.</p> <p>Create and share <i>'how to guides – this is how we do it in school'</i>. How would school do it with my child? E.g. paired reading</p>	<p>parents/coronavirus-supporting-children-special-educational-needs-disabilities/</p> <p>Nasen - https://nasen.org.uk/resource-listing.html</p> <p>National college training – SEND children- Supporting Children with SEND: Responding to the COVID-19 Lockdown and Transition Back to School</p> <p>Whole School SEND - https://www.sendgateway.org.uk/whole-school-send/find-wss-resources/</p> <p>Colour overlay and screen dimming tools https://www.aurelitec.com/coloveil/windows/download</p> <p>Convert files into flashcards https://www.flippity.net</p> <p>London Grid for Learning SEND resource links https://www.lgfl.net/inclusion/default.aspx</p>
Tier 1 – SEN vulnerable	<p>Universal offer and.....</p> <p>Provision map is in place to identify specific needs</p> <p>Targeted and specific intervention takes place</p> <p>Additional resources and scaffolds provided</p>	<p>Universal offer and.....</p> <p>Consider if you need to provide additional preparation for children for any changes – different staff/different children in the classroom/different room/different school routines</p> <ul style="list-style-type: none"> - Discuss anxieties with parent/carers and child - Photos/videos of the spaces they will be working - Introduction from staff – videos/phone calls - Share information prior to any change – e.g. use online platform. - Provide a clear outline of the school day, each day – send home. - Connectivity with their 'normal' adult – one to one live streamed session/phone call 	<p>Universal offer and.....</p> <p>Provide scaffolds – replicate resources from the classroom e.g., Numicon, Unifix, coloured paper/overlays, pencil grips etc and suggest home alternatives E.g. pasta for counting</p> <p>Plan and deliver specific interventions</p> <ul style="list-style-type: none"> - Group sessions - Pre-record the intervention and follow up <p>EAL word banks, dual language text etc sent to parents – Dojo translation.</p> <p>Offer the opportunity for an online surgery/phone call for the parents/carers of identified children – is there any more support you need at home?</p>	

		<ul style="list-style-type: none"> - Inform 'other staff' in school – eg midday staff – of any specific challenges/strategies for children they may be unfamiliar with. <p>Additional resources and scaffolds provided</p> <p>Provision map is in place to identify specific needs</p> <p>Plan and deliver specific interventions</p> <ul style="list-style-type: none"> - Live streamed sessions – adult from home to school - Pre-record the intervention and follow up with a phone/video call/adult in school - Create small group interventions linked to a common target – mix of in school at home <p>More frequent short burst of targeted support – reading, spelling, phonics, TT</p>		<p>Nearpod – combine resources to create interactive lessons https://nearpod.com</p> <p>Website of templates to create online resources https://wordwall.net</p> <p>Dyslexia resource pack</p> <p>ClassDoJo translation tools https://blog.classdojo.com/introducing-classdojo-translate</p>
Tier 2 - SEN Support	<p>Universal offer, Tier 1 and.....</p> <p>All About Me Profile/Pupil Profile is in place</p>	<p>Universal offer, Tier 1 and.....</p> <p>All About Me Profile/Pupil Profile is updated and shared with relevant staff – e.g. anxieties, potentially increased difficulties at home, restricted social activities, increased sensory needs.</p>	<p>Universal offer, Tier 1 and.....</p> <p>All About Me Profile/ Pupil Profile virtual meeting with Parent/Carer – discussion and action agreed about how the targets will be addressed. E.g. individual live streamed sessions, provide training and resources for</p>	

	<p>Targeted support within lessons</p> <p>Potential involvement from outside agencies</p> <p>Some children will have alternative assessment systems in place to identify progress and next steps</p> <p>Half Termly/Termly reviews take place</p>	<p>Targeted specific interventions in response to any additional needs highlighted on the updated All About Me Profiles – e.g. social stories, additional ELSA sessions, worry monsters</p> <p>Targeted support within lessons – where a different adult is supporting ensure they are well informed and prepared</p> <p>Keep agencies involved – school visits (depending on risk assessment), virtual meeting</p> <p>Half Termly/Termly reviews to take place virtually.</p> <p>Continue to track progress and attainment and review provision using the appropriate assessment system – e.g. B’Squared</p>	<p>listening and attention games, gross motor activity suggestions around the home.</p> <p>Targeted specific interventions to take place through a personalised live streamed session or through access to short pre-records with a follow up live session for feedback.</p> <p>Keep agencies involved through virtual meetings</p> <p>Half Termly/Termly reviews to take place virtually.</p>	
Tier 3 – EHCP	<p>Universal offer, Tier 1, Tier 2 and.....</p> <p>Provision is informed and planned in line with their EHCP targets and in partnership with outside agencies</p>	<p>Universal offer, Tier 1, Tier 2 and.....</p> <p>Review and update the risk assessment for children with an EHCP where appropriate.</p> <p>Provision is informed and planned in line with their EHCP targets and risk assessment and in partnership with</p>	<p>Universal offer, Tier 1, Tier 2 and.....</p> <p>Risk assessment reviewed and updated in light of child being at home.</p> <p>Provision is informed and planned in line with their EHCP targets and risk assessment.</p>	

	<p>Bespoke curriculum and package of support</p> <p>Break out space</p> <p>Annual reviews take place</p>	<p>outside agencies.</p> <p>Continue with bespoke curriculum and package of support</p> <p>Encourage outside agencies to come in following the school risk assessment.</p> <p>EHCP reviews to happen virtually.</p> <p>Break out space</p>	<p>School to liaise with, and organise external agency involvement – virtually or at home.</p> <p>Continue with bespoke curriculum and package of support – eg weekly plan outlining blended approach, shortened more frequent sessions, considering sensory/physical needs etc</p> <p>Any specific equipment (eg walker, chair, standing frame, writing slopes etc) transferred to home.</p> <p>Daily check-ins with parent/carer – is there any additional support needed at home?</p> <p>Familiar staff providing support wherever possible.</p> <p>EHCP reviews to take place virtually.</p>	
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Appendix 7 - Protocols for pre-recorded videos

Trust Remote Learning Protocols for Pre-recorded videos

General protocols for pre-recorded videos created by school – please ensure all staff refer to these when recording videos

- The member of staff to consider where the lesson is taking place. Blur the background or choose a different background.
- Continue to follow school code of conduct, following working practices expected in schools, whilst working at home, e.g. dress code.
- Prepare the lesson, ensuring that only the windows being shared are open on the computer.
- If there is the possibility that the children will be in the video, ensure permission is obtained from parents/carers.
- When pre-recording a video and referring to the children, use only first names.
- When pre-recording videos, consider where the video is being hosted – **ensure privacy settings are being used and**

-video is not downloadable

-comments are disabled

-video is password protected and only shared with the children via email/platform and not publicly available

-video is not in the public domain.

Appendix 8 - Getting ready for live streaming- Prep/Planning/Implementation

Getting Ready for Live Streaming

Preparation

- Send out agreement to parents – gain consent and inform them of the school’s approach
- Share teacher agreement – gain consent from the parent
- Upload the full agreement to the school’s website
- Update the school e-safety and internet usage policy to include the use of live streaming
- Personalise the pupil agreement for your school
- Organise usernames/passwords. Send out information with the pupil agreement

Planning

- Provide support and CPD for staff to be confident in the use of the platform
- Consider how live streaming will be used to enhance the current remote learning offer
- Consider the timetable for live streamed sessions – multiple children in one household
- Share the timetable with the children and parents/carers
- Plan and practise the session before delivery
- Start small and purposeful

Implementation

- Schedule meetings through Teams
- Review the checklist prior to starting each meeting
- Use the first session to set expectations and take the children through the tools that will be used throughout the sessions
- Deliver live sessions
- Continually review and adapt

Appendix 9 - Getting ready for live streaming Parent/carer/Staff/Pupil agreement

Live streaming agreement

Pupils agree...

- I understand that the online platform is an extension of the classroom and I will behave as I would in school.
- I will take part in my online session in an area that is safe, quiet and free from distractions, preferably not a bedroom.
- I will be on time for my online session.
- I will make sure I have all the resources I need for the online session.
- I will be dressed appropriately for my online session.
- I will blur my background throughout the session.
- At the start of the session, I will mute my microphone and turn my camera off.
- I will use the 'raise hand' feature to show that I want to speak.
- I will only unmute and turn my camera on when my teacher tells me to.
- When contributing to the chat my comments will be relevant, kind and respectful because they can be seen by all the people in the session.
- I will remain focused during sessions.
- I will interact patiently and respectfully with my teachers and peers.
- I will not record or take any photos/screenshots during the online session.
- I will not use any of the 'tools' unless I am asked to by the teacher.
- I will leave the session when my teacher tells me to.
- When I am posting photos of my learning, I will always check with my parent/carer before uploading a photo, and I will try to make sure my photo is of the learning and does not include anyone in my house.

Parents/carers agree...

- I will be present at the start of the lesson, support my child to be on time and have all the relevant resources needed for the online session.
- I will make sure the online session takes place in an appropriate area, for example, somewhere quiet, preferably not in a bedroom and in a place with minimum distractions.
- I will make sure my child and other members of the household are aware the online session is happening.
- I will make sure members of the household are wearing suitable clothing if there is the possibility of them appearing on the session.
- I will adopt the same conversation and language expectations in the online session as normal school conduct and ensure family members adhere to this.
- I will supervise my child's internet use and online learning – making sure I am aware of what they have been asked to do and the online resources they need to access.
- I will not record, take or share photos/screenshots from online sessions.
- No details of the meeting will be shared or retained and no comments will be posted on social media.
- If I have any concerns about the session I will discuss these after the session with the teacher or contact the Headteacher.
- If a member of staff calls/live online video calls to speak to my child, I will check that I know who they are, speak to them before my child and stay in the room during the conversation.
- I understand that any safeguarding issues which arise from the meeting will be reported following the school's Safeguarding Policy and Procedure.

School/teacher agrees...

- I will be dressed appropriately for the online session.
- I will blur my background throughout the session.
- I will make sure I have all the resources I need for the session.
- I will be on time for the online session.
- I will host the online session in an appropriate environment, quiet and free from distractions.
- I will only use the schools agreed online platform for the online session.
- I will only use my school email/log in details and the child's email/school log in details. No personal information will be shared.
- I will remind children of the expectations from the checklist at the start of each session and register pupils that attend the session.
- I will give prior notice, through a weekly timetable to parents/carers of the time, subject and length of any online sessions and the resources the children will need.
- If I have any concerns about the child (or other members of the household) using unsuitable language, dress or location the session will be ended for the child. Concerns will logged and passed on to the Headteacher/SLT member to be followed up.
- If I make a phone/live online video call, I will speak first with the parent/carer to check they are aware of the call. The parent/carer must stay in the room for the duration of the call.

Appendix 10 - Getting ready for live streaming protocols



Live Streaming Protocols

Dear Parent/Carer,

Please read the protocols below and complete the form.

Thank you

1. When pupils are accessing live video streaming with school...

- I will be present at the start of the lesson, support my child to be on time and have all the relevant resources needed for the online session
- I will make sure the online session takes place in an appropriate area, for example, somewhere quiet, preferably not in a bedroom and in a place with minimum distractions.
- I will make sure my child and other members of the household are aware the online session is happening.
- I will make sure members of the household are wearing suitable clothing if there is the possibility of them appearing on the session.
- I will adopt the same conversation and language expectations in the online session as normal school conduct and ensure family members adhere to this.
- I will supervise my child's internet use and online learning – making sure I am aware of what they have been asked to do and the online resources they need to access.
- I will not record, take or share photos/screenshots from online sessions.
- No details of the meeting will be shared or retained and no comments will be posted on social media.
- If I have any concerns about the session I will discuss these after the session with the teacher or contact the Headteacher.
- If a member of staff calls/live online video calls to speak to my child, I will check that I know who they are, speak to them before my child and stay in the room during the conversation.
- I understand that any safeguarding issues which arise from the meeting will be reported following the school's Safeguarding Policy and Procedure.

By submitting this form, you are giving consent for your child to take part in live streaming sessions, their name to be shared within the meeting and their face shown on screen to other members of the meeting. I agree to the above protocol and to make sure my child follows the pupil agreement.

I agree to the above protocols

Appendix 11 - Getting ready for live streaming checklist

Checklist for teachers hosting a live streamed session:

- I have scheduled the meeting through teams
- I have fully prepared the lesson and all resources I need are open on my screen or to hand.
- I have made sure the background is blurred
- I am dressed appropriately for the online session
- I will start the session 5 minutes before the scheduled time
- As children are being admitted to the meeting, I will check I have consent for them to join
- I will admit the children to the session at the scheduled start time
- I will do a register to check attendance at the session
- I will check that all children are muted and if not MUTE ALL
- I will check that all of the children's cameras are off
- I will go through the expectations below with the children
 - Keep your camera off unless asked to turn it on
 - Remain muted unless asked to unmute
 - If you want to contribute use the RAISE HAND tool
 - Only use the chat when invited to do so by the teacher
 - Photos, screenshots, emojis, gifs or memes will not be used unless you are instructed to
 - Remind the children to be patient, kind and follow your school rules
 - Remind the children that the online session is an extension of the school classroom
- Keep an eye out for children raising their hands, the record icon and comments in the chat
- I know what to do in the event of any inappropriate behaviour
- At the end of the session, I will wait for all the children to leave the meeting. I will then select END MEETING