

Remote Education Toolkit

The DfE has set out its expectations for a school's remote learning offer within Section 5 of the [Guidance for Full Opening](#), should a class, group or small number of pupils need to self-isolate, or there is a local lockdown.

This toolkit, produced by Trafford School Improvement Service, is designed to support senior leaders with decision making when devising and implementing the school's remote learning offer.

As schools complete their remote education plans this toolkit can be used to review current provision against the DfE guidance or review current provision to aid future development.

There are links to relevant information, including details from the DfE regarding access to laptops for children who cannot attend school, the offer from the Oak National Academy as well as information on virtual platforms such as Google Classroom and Microsoft Teams.

Finally, we are collating a 'Remote Education Showcase' section on TSE Covid Return To School webpage where we can share good practice with each other as well as 'Top Tips' to support implementation. If you would be willing to share what your school is doing with others, please contact John Nish – john.nish@trafford.gov.uk (Primary) or Jane Bryan – jane.bryan@trafford.gov.uk (Secondary).



<p>DfE Guidance for Full Opening Section 5: Contingency Planning for Outbreaks</p>	<p>Areas to consider Plan for different possible scenarios: <ul style="list-style-type: none"> ▪ National or local lockdown; ▪ Closure of identified bubbles; and ▪ Families needing to self-isolate. </p>	<p>Comments</p>
<p>EXPLORE</p>		
<p><i>‘Give access to high quality remote education resources.’</i></p> <p><i>‘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.’</i></p>	<p>Ensure all stakeholders understand the latest expectations for remote education.</p> <p>How was learning organised when the school was partially open?</p> <ul style="list-style-type: none"> ▪ What platform(s) were used? ▪ How was learning monitored? ▪ How did the chosen approach and platform enable teachers to allocate work, assess pupil understanding and provide feedback? <p>Evaluate the impact of those systems:</p> <ul style="list-style-type: none"> ▪ Collect feedback from all stakeholders. ▪ Was the approach appropriate for EYFS/SEND/targeted groups of children? ▪ Did the approach used mirror the school’s Intent for the curriculum? <p>What needs to be done as a result of this evaluation?</p> <ul style="list-style-type: none"> ▪ Does the school need to research alternative strategies/platforms? ▪ If necessary, explore available remote education platforms and resources to support plans. 	<p>At the beginning of the first lockdown, weekly plans were uploaded to our school website as well as resources to support lessons. These were added daily. We also used Zoom to teach via video call, as well as SeeSaw to upload pre-recorded videos.</p> <p>After monitoring this, we then decided to upload pre-recorded videos to the school website and stopped using SeeSaw so parents only needed to access one platform.</p> <p>Learning was monitored by the SLT. Staff communicated with their line manager daily and the AHTs monitored the content added to the website.</p> <p>Each day, one teacher from each year group was responsible for uploading the lessons. Any staff working from home during this time took control of the planning and video sessions.</p>



	<p>National Tutoring Programme</p> <ul style="list-style-type: none">▪ Can this be used to support the school's remote learning offer? <p>Helpful Links:</p> <p>Remote learning: survey pack for parents and pupils (The Key, updated 28.04.20)</p> <p>Lockdown Lessons – interim findings on how pupils coped with home learning and some of the barriers. Includes information on a free diagnostic tool to help teachers and school leaders understand how the lockdown has affected their pupils as they return to school in greater numbers (ImpactEd)</p> <p>Feature comparison: G Suite for Education and Office 365 Education (The Key, updated 26.06.20)</p> <p>Webinars: Oak National Academy set out plans for school use in 2020/21</p> <p>Best evidence on supporting students to learn remotely (EEF, 24.04.20)</p> <p>Guide to supporting school planning: A tiered approach to 2020-21 (EEF, updated 28.08.20)</p>	<p>Staff were allocated a new class email address and they were able to access submitted work and give feedback. Staff also gave immediate feedback during live teaching video streams.</p> <p>This approach was used from nursery-year 6. The length of videos varied, according to a child's age, as did the content of the lessons. Teachers often differentiated work so all children in their class could access the activities. The approach used mirrored the school's intent.</p> <p>Even though the last approach worked well, and feedback from staff and parents was positive, we decided it would be best to use Google Classroom for remote learning. This platform is accessible to all staff and pupils and is very straight-forward to use.</p> <p>Since using Google Classroom, we have received positive feedback from pupils, parents and teachers. The remote learning lead has access to all class pages and can monitor the work teachers are uploading from those learning at home.</p>
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GEARING UP

<p><i>‘Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations.’</i></p> <p><i>‘Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.’</i></p> <p><i>‘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.’</i></p> <p><i>‘Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.’</i></p> <p><i>‘Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.’</i></p>	<p>Ensure all plans are considered as part of the school’s risk assessment. Look at curriculum plans for the year ahead.</p> <ul style="list-style-type: none"> ▪ How can these be supported by or adapted for remote learning opportunities? ▪ How will the school’s approach take into account the different ages and needs of the pupils? <p>Communication</p> <ul style="list-style-type: none"> ▪ Share planned approach with all stakeholders. ▪ Give regular curriculum updates to parents/carers throughout the term. ▪ Collect a list of families who may qualify for access to relevant technology support so that this can be acted on as needed. ▪ Consider who may need printed resources- who will prepare these; how will families receive them? <p>CPD</p> <p>What training or support is needed for the plans to be carried out effectively? [For example: how to operate the chosen platform; and effective assessment.]</p> <p>National or local lockdown/closure of identified bubbles</p> <ul style="list-style-type: none"> ▪ Establish a timeline of agreed actions and staff responsibilities in preparation for a bubble closure or lockdown (eg preparation of resources, distributing usernames). ▪ Create timetable to identify when and how teacher input will take place. 	<p>In our remote learning policy, we have stated that our main focus will be on the teaching of maths, English, RE, history, geography and PE.</p> <p>PlanBee can be used to teach history, geography, art and DT from Y1-Y6. All lessons have individual plans and resources, included differentiated activities. For all subjects, lessons are sequenced and well-resourced, meaning that knowledge and skills are built upon. Lessons are differentiated according to age and ability.</p> <p>All staff are aware of our approach to the curriculum and work allocated for periods of remote learning is consistent.</p> <p>We’ve communicated with all parents to provide support and guidance for using Google Classroom. For those families without online access/technology to support this, we provide paper resource packs to support them when learning from home. These are available for collection from our school office, if the adult collecting is well enough to come in to school. If not, we will put alternative measures in to place, i.e delivery of said packs.</p> <p>Training: All staff have been trained on how to use Google Classroom. Firstly, the</p>
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- Match available resources to support and enhance school curriculum plans.
- Based on the school's context, consider the balance of on/offline activities.
- Agree how the school will check in on pupil wellbeing and progress.

Families needing to isolate

- How will in-school lessons and resources be shared with pupils who need to stay at home? [For example: PowerPoints, recordings/live lessons for pupils to access from home; and photographs of notes made during lessons for pupils to refer to.]

Helpful Links:

Oak National Academy [Curriculum Plans](#)

[Online education resources for home learning](#)
(DfE, updated 24.06.20)

[Laptops and tablets for children who cannot attend school due to COVID-19](#) (DfE, 01.10.20)

[Increasing internet access for vulnerable and disadvantaged children](#) (GOV.UK)

[EdTech Demonstrator Programme](#)
Demonstrator schools/colleges (including Balcarras School) provide professional development, initially focused on supporting delivery of remote teaching.

[Checklist](#) to use when designing ways for parents/carers to access and support their child's home learning (EEF, May 2020)

remote learning lead worked alongside JJRS to set up the platform for staff and children. The remote learning lead put together some useful guidance for staff, before they took part in an online training session, run by King's Leadership Academy, Warrington. Ongoing support is still available to staff and parents when needed.

A remote learning policy, which outlines expectations, has been shared with staff, parents and governors.

A timeline of agreed actions for staff is outlined in our remote learning policy. If a bubble goes down but staff members are able to work from home, they will carry out a mixture of live and pre-recorded teaching videos and provide resources and activities for the class each day. If staff within the bubble are unwell and cannot teach, the remote learning lead and support staff will continue to teach pupils online.

In the event of a school closure, all staff have access to Google Classroom and will continue to teach the children using this platform.

The school's DSL will check in on vulnerable children each week and the class teacher will check on pupil progress and wellbeing.



	<p>CPD: Remote learning: programmes and webinars offering additional support (The Key, updated 26.06.20)</p> <p>Safe remote learning (SWGFL)</p> <p>Online safety and safeguarding (LGfL)</p> <p>Which video conference service is right for you and using video conferencing services securely (The National Cyber Security Centre)</p> <p>Safeguarding and remote education during COVID-19 (DfE, updated 06.10.20)</p> <p>Keeping children safe in education: Annex C (DfE, updated 01.09.20)</p>	<p>If individual children are absent from school, but able to learn from home, work is provided within 24 hours. The remote learning lead will be available for support and can upload any resources or activities during this time. Resources will consist of PowerPoints, videos and activities/worksheets to complete.</p>
UP AND RUNNING		
<p><i>‘Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.’</i></p> <p><i>‘Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos.’</i></p> <p><i>‘Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.’</i></p>	<p>How will you evaluate the effectiveness of the school’s remote learning systems?</p> <ul style="list-style-type: none"> ▪ Ongoing, clear communication between all stakeholders. ▪ Look at how effective the approach is for different groups, including SEND, disadvantaged. ▪ Regular virtual meetings to share successes and areas for development eg assessment and feedback strategies. ▪ Monitor numbers of pupils accessing lessons and tasks; follow up any absences <p>Draw on colleagues and/or other schools to share good practice.</p>	<p>The remote learning lead monitors work uploaded each day. The school office provides the remote learning lead with an updated list of all children learning from home each day. This is then communicated to class teachers and suitable work is set. Work is differentiated according to a child’s ability, just as it would be in class.</p> <p>The SENDCO is available to help support disadvantaged pupils or those with SEND to ensure their learning can continue effectively.</p>



<p><i>'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 pupils' understanding.'</i></p>	<p>If school remains open, consider how aspects of planned remote education opportunities could be used to continue home links and parental engagement.</p> <p>Ensure approach is aligned with the latest guidance from the DfE.</p> <p>Helpful Links: Remote learning: 5 ways schools are giving pupils feedback now (The Key, updated 07.10.20) Questions for senior leaders to reflect on when schools set home learning to ensure the needs of disadvantaged pupils are taken into account (EEF, April 2020)</p>	<p>Class teachers monitor all submitted work and the school (admin team) contacts parents if pupils are not engaging with the work set or if they are not present on video calls.</p> <p>We have now started to upload weekly homework to Google Classroom, which means teachers, pupils and parents are growing in confidence when using this online platform.</p> <p>Announcements and class videos are shared with parents, when required.</p> <p>As parents are not allowed to attend reading meetings, admissions evenings etc because of the current situation, Google Classroom has given us the opportunity to upload these videos to parents and communicate with them easily.</p>
MAINTAINING		
<p><i>'We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.'</i></p>	<p>How is the agreed approach being used and adapted to suit the age and needs of the pupils at the school?</p> <p>Is the agreed approach manageable and reasonable?</p> <p>How does the approach allow for peer interaction?</p>	<p>Each piece of work set is dependent on a child's age and ability. Children in KS2 are more confident at accessing the platform independently, whereas those in EYFS and KS1 need support from an adult. The tasks provided often have access to a PowerPoint, explaining the learning objectives and teaching input. Activities are allocated according to a child's age and ability.</p>



	<p>How does the approach support pupils to develop their independence and reflect on their learning?</p> <p>Ensure there is flexibility and capacity to adapt in response to feedback from staff and families.</p> <p>Helpful Links: Self-regulation at a distance (Research Schools Network, 01.06.20)</p>	<p>The agreed approach and workload is manageable for pupils, parents and teachers.</p> <p>Teachers encourage interaction by replying to pupil comments and giving feedback on submitted work.</p>
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PUTTING IT INTO PRACTICE

We intend to collate local examples of approaches to remote/blended learning on the TSE Covid webpage.

If you are willing to share your approaches with colleagues, get in touch with John Nish (Primary) or Jane Bryan (Secondary) – john.nish@trafford.gov.uk or jane.bryan@trafford.gov.uk

USEFUL RESOURCES

For parents/carers

Department for Education (DfE)

Range of resources referenced in [DfE Guidance for Full Opening](#), including [Online Education Resources for Home Learning](#) and [The Oak National Academy](#).



[10 top tips for parents to support](#)

[Supporting your children's education during COVID-19](#)

- [aged 2-4](#);
- [at primary school](#);
- [at secondary school](#); and
- [with SEND](#).

For schools

[The Key](#): COVID-19 resource hub: leading your school during coronavirus. Includes support with setting up your digital platform, and advice on delivering remote learning.

[EdTech Demonstrator Programme](#): Helping schools and colleges with support for remote learning

[EEF COVID-19 Support Guide for Schools](#): The EEF is publishing this guide to help teachers and school leaders support their pupils following the COVID-19 closures. It offers an overview of relevant evidence and links to key resources. It is designed in particular to support and inform schools' decisions about how to use catch-up funding announced in June 2020.

[Examples of teaching practice during Coronavirus](#) (DfE): An opportunity for schools to learn from each other's emerging practice as they develop their approaches to providing remote education.

[Teaching during Coronavirus](#) (DfE): Information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak.

[National Tutoring Programme](#)

[Ofsted](#): Education plans from September 2020. Information on Ofsted visits from September 2020.