



FORTIS TRUST
STRENGTH IN PARTNERSHIP

Remote Learning Policy

November 2020

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Introduction

Fortis Trust has been given the funding to develop remote learning. This is the process where students and interns can access lessons and educational material through the internet. There are two categories to remote learning and these will have a variety of names. When making a distinction between the two this policy will use the definitions that the vast majority of examination boards have used:

- Blended Learning - Blended learning is a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience. In the case of the COVID-19 situation this would be where a student or intern has a period of time isolating. They continue to access lessons and learning material. They then return to the classroom.
- Distance Learning – This is where all of the delivery to all of the students or interns is carried out online. This would only be as a result of the academy having to close for some reason. This could be adverse weather, or in the case of the COVID-19 situation an imposed closure due to lack of staff or a full area lockdown.

Specific Trust Consideration

Students and interns may not be able to attend their provision for a number of authorised reasons. They may be ill (non Covid related), they may be having a period of forced isolation, or the provision may be closed to their particular group or to the entirety of learners.

Whilst guidance states that provisions need to be able to provide their curricula online to those students or interns unable to attend, it is important to be mindful that for those within Fortis Trust, and indeed for any educational establishment, it cannot be 'a one size fits all' in relation to departments, subjects, Communities, students, interns or staff.

Some students will not access work at home as 'home is home and school is school.' This was something experienced by many schools over the first lockdown period, even those with the most able and well-motivated students.

Other students who rely on one to one support in the academy will not have this at home, and parents may not be able to provide it.

Other students or interns may not be able to log on at home as they have difficulty remembering how to, and/or may not have the necessary equipment. The Trust is gathering as much detail as it can about families abilities to access online material. At the same time it is pursuing funding to try and reduce the numbers of students and interns that do not have remote access.

Apart from the loan of the equipment the other identified issues are difficult to overcome.

The Trust understands that students (and, on very rare occasions, interns) that experience or need the following are unlikely to be able to access any or very limited online activities:

- Those whose diagnoses cause them to compartmentalise the academy and home meaning that ordinarily students do not complete work at home without significant anxiety.
- Those whose refusal to engage results in behaviours that puts the student, intern or others at risk.
- Those that require 1:1 support to engage in learning.
- Those that are pre-verbal.
- Those that are unable to access remote learning independently.
- Those that require sensory input to engage in activities.
- Those where a low demand strategy is used at home to avoid physical aggression towards family; or is used to prevent a flight mode trigger causing the student to run away; or is used to prevent the destruction of an environment.

The trust will make online learning available to all, however it understands that for some students and interns, opportunities for paper based tasks and activities which focus on supporting student needs in the areas of: life skills, sensory processing or social communication would be more appropriate. These resources will be made available even though in some cases this will still result in no engagement.

Some departments will find it easier than others to provide work. Practical subjects will find it difficult if not impossible to meet all of the elements of their curricula online. Performance subjects currently require group singing or performance and students who are isolating will not be able to do this. This will then not be something that can be assessed online. The trust is also not in a position to provide every household the materials that they would need to complete practical qualifications online. In addition safety guidance has been published stating that some subjects should not be setting practical activities to be attempted at home.

In order to support students that can access remote learning materials the trust has committed to providing ongoing training and development for staff.

Aims of the Policy

This remote learning policy for staff aims to:

- Ensure consistency in the trust's approach to remote learning.
- Set out expectations for all members of Fortis Trust with regards to remote learning.
- Provide appropriate guidelines for data protection.
- Reflect the trust's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31.

Remote Education Across the Trust

Remote Education across the trust was initially in place to support home learning, with the aim of extending opportunities to study beyond the classroom as appropriate to each students' stage, age and needs.

Following the commencement of the Covid-19 pandemic it is now very likely that significant numbers of staff, students and interns will spend time absent from their lessons either directly or indirectly due to Covid-19. It is, therefore, now necessary and desirable, to develop the technology and staff expertise in order to extend the existing provision into a robust Remote Education facility for staff, students and interns alike.

Remote education will enable students to continue their education should they not be able to attend the academy due to a critical incident or event (See Contingency Policy). In addition the policy will also support staff who are not able to attend by facilitating the setting of cover work or the ability to teach from home.

In developing and ensuring continuous improvement of our remote education, the trust will:

- Ensure that remote education is seen as a priority within both the subject and pastoral areas of the curriculum.
- Develop staff's expertise so that the IT equipment used in developing remote education enhances the experiences of all students and interns, whether accessing the curriculum remotely or not.
- Ensure remote education has a clear sequenced curriculum which supports learners in accessing high-quality online and offline resources and is linked to our curriculum intents.
- Ensure that resources provided to students are age and stage appropriate and supports their learning needs and their learning pathways.
- Ensure staff are trained in the use of Microsoft Office 365 (our online education platform) and online learning platforms (e.g. Education City, IXL and Seesaw.)
- Ensure our Online Education Platform and Online Learning Platforms are used across the trust in order to allow for interaction, assessment and feedback, to support learner progression.
- Ensure that students and interns who do not have access to the internet and are classed as vulnerable and disadvantaged (specifically, care leavers, children and young people with a social worker, and disadvantaged children in years 3-11) are considered for access to laptops or tablets on loan from the trust.
- Provide printed resources, such as textbooks and workbooks, for students and interns who are not eligible for laptops/tablets or for safeguarding and safety reasons cannot have access to the internet.
- Work with families to support our learners in accessing remote/home learning without causing undue distress for our most vulnerable and complex learners and their families.

Roles and responsibilities

Trustees and Directors

Trustees and Directors will support the trust and its provisions in developing remote education by:

- Holding the Senior Leadership Team to account in ensuring each stage of the development is in place by the directed date.
- Oversee any spending necessary to implement the development and ensure that these spends are within budget.
- Require regular updates on the progress made.

Senior Leadership Team

SLT will organise and oversee the implementation of remote learning by:

- Identifying the needs of the provisions including their own training needs.
- Identifying the needs of departments and pastoral areas with regard to training.
- Providing regular time for training and development through INSET, CPD and regular meeting sessions.
- Facilitate and encourage training and development outside of these times.
- Monitor progress and facilitate the sharing and celebration of successes.
- Report progress back to the Trustees and Directors.
- Co-ordinating the remote learning approach across the trust.
- Monitoring the effectiveness and quality of remote learning.
- Monitoring email correspondence between parents, staff students and interns.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Identify external providers to deliver enhanced training.
- Integrate remote learning into monitoring systems.

ICT Support Team

The ICT Support Team will:

- Develop an understanding of the ICT equipment and packages needed for remote education.
- In collaboration with SLT plan an implementation programme across the provision.
- In collaboration with SLT plan a training timetable for staff on the basics of remote education:
 - How to use Microsoft 365 for the planning and sharing of lesson details.
 - How to upload work for a lesson.
 - How to assess and mark online elements.
- Respond to individual training needs (e.g. department, community, or individual).
- Ensure clarity (as far as possible) with staff around what is possible, what is still being worked on and why, to enable effective communication across the staff team.

Subject Leaders

Subject Leaders will:

- Identify the areas of their curricula which can and can't be delivered remotely.
- Identify in their schemes of work the topics that need to be taught with the vast majority of students physically in lessons, and adjust timings accordingly.
- Oversee their department in the development of resources for a remote curriculum.
- Support their department in using the resources prior to an enforced closure or partial closure.
- Encourage the resources to be used to enhance the teaching and learning opportunities for all.
- Ensuring remote education within their subject areas is linked to POS and SOW, ensuring it is progressive, and age and stage appropriate.
- Monitor the quality and consistency of remote teaching and learning.
- Monitoring the work set by teachers in their subject through reviewing work set weekly through Microsoft 365, SeeSaw, IXL, Education City and other online resources.
- Report successes, progress and areas for improvement to their link SLT member.

ESLs

ESLs will:

- Identify the areas of their pastoral curricula which can and can't be delivered remotely
- Develop existing practices so that they can be carried out online. This may be to students still attending the academy or those accessing remotely. For example Achievement Assemblies cannot occur and maintain social distancing in the ordinary way.
- Support their Communities by using resources remotely before enforced closures are put into place.
- Encourage the use of resources to enhance the experiences of all students.
- Identify students who:
 - May not be able to access online learning through ability to login, or
 - May not be able to access online learning due to their needs and diagnoses as detailed in the Introduction.
 - Would benefit from an alternative curriculum such as life skills, sensory processing and social communication. Where appropriate make arrangements for this with the relevant staff.
- Report successes, progress and areas for improvements to their link SLT member.

Job Coaches

Job Coaches will:

- With support from relevant Subject Leaders, plan and develop resources and activities that can be delivered as part of an online learning experience.
- Upload work and information to the Microsoft 365 platform for interns to access.
- Maintain contact with the interns to monitor engagement, progress and wellbeing.

Teachers and Tutors

Teachers and tutors will:

- With support of their Subject Leader and department, plan and develop resources and activities that can be delivered as part of an online learning experience.
- Plan and develop assessment materials (such as worksheets in Forms) that will track students' or interns' progress with topics delivered as part of a remote learning curriculum.
- Use the above to plan and deliver online lessons that support the learning of those students or interns within the academy or F2E and those accessing it at home.
- When absent themselves, deliver lessons (if possible) through the online resources. If this is not possible use the online resources to upload cover work for others to deliver.
- If teachers or tutors are working from home then they must ensure they are available during the academy working day and are able to support the online learning of those students who are learning from home or in the academy still. This is likely to be through TEAMS but could be via email in certain circumstances.
- Maintain contact with students to monitor, engagement, progress and wellbeing.

Students and Interns

Students and Interns will:

- Follow their timetable, as far as is possible, when accessing remote learning and as such access the material during the correct time of the day.
- Ensure that their online behaviour meets the same standards as expected within their usual learning environment. Failure to meet these standards means that the student is subject to the terms of the Behaviour Policy and as such can face the consequences and sanctions outlined within (as appropriate to each students' stage, age and needs).
- Take all reasonable precautions to keep themselves and others safe online.
- Alert staff, either through TEAMS or email, if they have any difficulty in accessing or completing the work.

Parents and Carers

Parents and Carers will:

- Support the students and the academy by ensuring that students keep to an academy day routine.
- Ensure the student logs into TEAMS and ASSIGNMENTS on a daily basis to check for remote tasks that have been set.
- If applicable login to the SeeSaw app to check for tasks that have been set.
- Monitor the online activity of students during the academy day.
- Report any issues, concerns or difficulties to the academy so they can be addressed as quickly as possible.
- Alert subject staff or tutor if there is any difficulty in accessing or completing the work. This to be done via a TEAMS message, a message in the SeeSaw app or an email.

DSL and DDSL

The DS and DDSL will:

- Monitor and record the frequency of contact with families.
- Assess and report any risks that are identified.
- Refer any safeguarding concerns that meet threshold, that are highlighted.
- Record any contact made during a period of enforced closure.

Planning and Delivery of Distance Learning (Stages 3 and 4 in Appendix 1)

When planning **distance learning**, Fortis Trust expects teachers, ESLs and Job Coaches to:

- Plan a programme that is of equivalent length to the core teaching students or interns would receive in the academy or F2E, and ideally include daily contact with teachers or job coaches.
- 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.
- Create a weekly timetable of work for their classes in liaison with Subject Leaders. This must cover all subjects from across the curriculum including support for those students following a personalised curriculum.
- Set learning tasks in line with each student's/intern's timetable, so that they have meaningful and ambitious work each day in a number of different subjects.
- Set differentiated Times Table Rockstars, and IXL tasks for English and maths.
- Set differentiated tasks via Education City as appropriate to each student's stage and age.
- Teachers must avoid an over-reliance on long-term projects or internet research activities and consider the extent of resources available to students/interns within their homes.
- Provide frequent, clear explanations of new content/skills, delivered either directly by a teacher or through high quality curriculum resources and/or videos.
- Gauge how well students/interns are progressing through the curriculum, using questions and other suitable assessment tasks
- Regularly check work and monitor progress in line with each provision's marking policy and the appendices in this policy.
- 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 students'/interns' understanding.
- Must be aware to not place significant demands on parents for help or support.

Setting work:

Teachers/Job Coaches should:

- Create termly plans of remote learning work which reflects the SOW and subject curriculum plans enabling each student to be provided with a full weekly timetable of lessons via remote learning.
- Set work for students in line with their timetables, daily/weekly.
- Work as a subject team to ensure the above work is planned and ready.

- Use the resources now available to support all learning in and out of the academy.

ESLs & Tutors should:

- Create and set weekly pastoral activities/resources to support pastoral development during tutor time.
- Ensure the above activities support IIP, Character Strengths, the weekly literacy and numeracy focus, the relevant 'sign' for the week, and Rights Respecting work (as appropriate to each students' stage, age and needs.)
- Create and deliver a weekly virtual assembly.

Monitoring & providing feedback:

Teachers and Job Coaches will need to ensure that they closely monitor the completion of remote learning by students and interns. Where students and interns are not accessing home learning, staff should contact parents & carers to enlist them in supporting their child in accessing the remote education. Where online access is an issue, alternative arrangements for paper based learning should be made. Staff must inform their community ESL if this is the case. Teachers will need to provide verbal or written feedback to students and interns as they progress through their learning. Where appropriate staff should conduct assessments to establish progress made and next steps.

Students and interns will need to submit any completed work via the Microsoft 365 platform or to staff work emails. Teachers can email back feedback if required or provide feedback via the Microsoft 365 platform. Teachers should respond to any emails from parents, students or interns within 48hrs.

Keeping in touch with students and parents:

- Any issues that are received are to be dealt with professionally by the class teacher, tutor ESL or Job Coach. If necessary staff to contact a member of SLT for advice.
- Tutors are to attempt to make contact with all students in their class every 2 weeks via telephone call when in school or from a withheld number when the class is unable to access the academy building for live learning e.g. when isolating or in lockdown. Contact details can be accessed from SIMs or from DMW if necessary. Record all contacts with parents and any relevant actions and share this with ESLs and the Parent Carer Partnership Manager. The PCPM will complete the relevant section of the home contact Excel log sheet.
- Job Coaches will make weekly contact with interns. They will, as above, record all contact and pass to the Parent Carer Partnership Manager and the Vice Principal (EAH).
- Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly. We believe our parents will be doing their best to support their child.
- Any safeguarding concerns that arise during this process should be reported in exactly the same way. This is through the Safeguarding Software site at www.safeguardsoftware.co.uk.
- For further details staff should refer to the government document [Teaching Online Safely in Schools](#).

Attending virtual meetings:

Staff are referred back to the Safeguarding policy. If a virtual meeting is being attended then the following needs to be considered. The meeting should be treated as any face to face meeting in the provision and governed by the standards of behaviour that would be displayed there. This would need to include:

- Standards of dress.
- Standards of language from both parties including any potential interruptions.
- Mindfulness over location – You do not want parents and students gaining insight into your personal life so consider what can be seen.

If you are running a TEAMS Meeting with your form or group for social interaction then please make sure that:

- A second adult is in on the chat.
- Parents/Carers are available at the other end and are monitoring their child's behaviour.
- Any less than positive behaviour results in that student being removed from the call.

The above guidance does not apply to interns as they are considered adults. Expectations should be made around acceptable behaviour and staff should report concerns if they arise.

Who to contact if staff have any questions or concerns:

Staff should contact the following individuals:

- Issues in setting work – liaise with the relevant Subject Lead/SLT.
- Issues with behaviour – liaise with ESL, Job Coach or SLT.
- Issues with the technology – liaise with the ICT Team.
- Issues with their own workload or wellbeing – liaise with their line manager/SLT or any of the academy's Wellbeing Champions.
- Concerns about data protection – liaise with the Data Protection Officer.
- Concerns about safeguarding – follow the Trust Safeguarding procedures.

Data protection

Accessing personal data

When accessing personal data, all staff members will:

- Record any parent contact or concerns about students or interns.
- Ensure third parties do not have access to the site or to individual data records.
- Ensure strict adherence to the Safeguarding policy and the additional safeguarding detail in this policy.

Sharing personal data

Staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest version.

Safeguarding

Statutory guidance for online safety can be found in Annex C of 'Keeping Children Safe in Education' and in Fortis Trust and F2E's Safeguarding Policies. These must be read and adhered to by all staff prior to engaging in the delivery of remote education. Parents/Carers should also be supported in understanding e-safety and how to effectively monitor their child's use of the internet and online activity. Appendix 1 provides further detail of resources which can be shared with parents/carers.

Information Exchange

The Education Platform that our Remote Learning is built upon is Microsoft 365 (also referred to as O365 and Office 365). In addition to this there are other Learning Platforms that the academy uses. These are IXL for English and maths, Times Tables Rockstars for numeracy, Oxford Reading Buddies for literacy and Education City.

In order to support some students and subjects the academy has also sanctioned the use of the SeeSaw exchange app.

It is vitally important that staff are aware of the following and act accordingly.

Microsoft 365 is monitored and therefore interactions and conversations can be tracked. Monitoring of message exchange through the other media is not, and therefore the academy will not be able to afford additional protection to staff should there be a concern raised over contact through these media.

In order to maintain our high levels of safeguarding the following points must be adhered to:

- Wherever possible Microsoft 365 should be used for online learning and remote contact with students and families. This will mainly be through the TEAMS app.
- Where it is necessary/more appropriate to use the exchange app SeeSaw then ensure that:
 - Pictures that are sent only include the student of the family they are being sent to.
 - If a group shot is unavoidable then all other students must be blurred or obscured. This is regardless of any photo permissions signed as none of the categories covers sending electronic pictures to other families, as we have no control over what they do with them.
 - The app is used for work exchange only and feedback on the work. Other messages with parents and carers should still be sent through a works email account.
- TEAMS is now used for any online meetings with students, tutor groups, interns, families, and other external agencies.

Monitoring arrangements

This policy will be reviewed as and when updates to remote learning are provided by the government. At every review, it will be approved by SLT and the Board of Trustees and F2E Directors.

Links with other policies

This policy is linked to the following policies which are either Trust policies or the individual policies of the Trust's constituent members.

- Behaviour Policy
- Safeguarding Policy
- ICT and Internet Acceptable Use Policy
- Contingency Policy
- Examinations Policy
- E-Safety Policy
- Social Media Policy

Appendices:

Appendix 1 - What this will look like in practice

The academy needs to plan for differing scenarios and levels of Remote Learning

Stage 1 – Self Isolation: Individual students or staff are isolating or awaiting a test result (Up to 14 days)

Stage 2 – Shielding: Individual students or members of staff are shielding (longer than 14 days)

Stage 3 – Class or Group Closure

Stage 4 – Full Closure: Local or National

In all stages students will have a Microsoft 365 login and work will be uploaded. Some students and families will have access to SeeSaw and the most appropriate programme will be used.

If this is not appropriate then alternative methods of engagement will be used but it is recognised that this still may not lead to engagement of the student.

Lack of engagement from an intern will raise questions as to whether they are suitably placed.

At each stage the trust will:

Stage 1 – Self Isolation Up to 14 Days

In the event of self isolation the following learning will be set by the class teacher or cover teacher. This is the minimum that should be set. Other work can be set in addition to this.

Students will have access to blended learning where appropriate.

Primary: Learning will be set covering at the very least Literacy, Numeracy and a topic area from IPC.

The class teacher will acknowledge receipt of the work only as they will be managing the daily running of their classroom and their students in the academy.

Key Stage 3: Learning will be set covering at least English, maths and Life Skills challenges. Other subjects to set where appropriate.

The class teacher will acknowledge receipt of the work only as they will be managing the daily running of their classroom and their students in the academy.

Key Stages 4 and 5: All subjects to set.

The class teacher will acknowledge receipt of the work and will provide feedback.

Programmes and the Complex Community: Will set appropriate work through Microsoft 365, SeeSaw or paper based.

The class teacher will acknowledge receipt of the work only as they will be managing the daily running of their classroom and their students in school.

F2E: Job Coaches will ensure work is provided to the interns. They will acknowledge work received and provide feedback to this work.

Students requiring work that focuses on their life skills, sensory needs or social communication will be identified and provided for by the relevant ESL. In reality this will mainly be students from the Complex Community, Programmes and Therapeutic.

Stage 2 – Shielding

In the event of shielding the following learning will be set by the class teacher or cover teacher. This is the minimum that should be set. Other work can be set in addition to this.

Students will have access to blended learning where appropriate.

Primary: Learning will be set covering at the very least Literacy, Numeracy and a topic area from IPC.

The class teacher will acknowledge receipt of the work and feedback will be given on a weekly basis.

Key Stage 3: Learning will be set covering at least English, maths and Life Skills challenges. Other subjects to set where appropriate.

The class teacher will acknowledge receipt of the work and feedback will be given on a weekly basis.

Key Stages 4 and 5: All subjects to set.

The class teacher will acknowledge receipt of the work and will provide feedback.

Programmes and the Complex Community: Will set appropriate work through o365, SeeSaw or paper based.

The class teacher will acknowledge receipt of the work and feedback will be given on a weekly basis.

F2E: Job Coaches will ensure work is provided to the interns. They will acknowledge work received and provide feedback to this work. Job Coaches will make at least fortnightly contact with the interns that are shielding.

Students requiring work that focuses on their life skills, sensory needs or social communication will be identified and provided for by the relevant ESL. In reality this will mainly be students from the Complex Community, Programmes and Therapeutic.

Stage 3 – Class or Group Closure

In the event of class or group closure the following learning will be set by the class teacher or cover teacher. This is the minimum that should be set. Other work can be set in addition to this.

Students will move to entirely Distance Learning.

Primary: Learning will be set daily covering at the very least Literacy, Numeracy and a topic area from IPC.

The class teacher will acknowledge receipt of the work and feedback will be given on a daily basis.

Key Stage 3: Learning will be set in all subjects as per timetable.

The class teacher will acknowledge receipt of the work and feedback will be given on the days of the timetabled lesson.

Key Stages 4 and 5: All subjects to set as per the timetable.

The class teacher will acknowledge receipt of the work and feedback will be given on the days of the timetabled lesson.

Programmes and the Complex Community: Will set appropriate work through o365 or SeeSaw or paper based.

The class teacher will acknowledge receipt of the work and feedback will be given on a daily basis.

A register will be kept of engagement and those not engaging will receive a welfare call from the Pastoral/Wider Pastoral Team.

All Tutors: Will make fortnightly contact with the families of their tutor groups.

Stage 4 – Full Closure

In the event of full closure the following learning will be set by the class teacher or cover teacher. This is the minimum that should be set.

Students will move to entirely Distance Learning.

Primary: Learning will be set daily covering at the very least Literacy, Numeracy and a topic area from IPC.

The class teacher will acknowledge receipt of the work and feedback will be given on a daily basis.

Key Stage 3: Learning will be set in all subjects as per timetable.

The class teacher will acknowledge receipt of the work and feedback will be given on the days of the timetabled lesson.

Key Stages 4 and 5: All subjects to set as per the timetable.

The class teacher will acknowledge receipt of the work and feedback will be given on the days of the timetabled lesson.

Programmes and the Complex Community: Will set appropriate work through o365 or SeeSaw or paper based.

The class teacher will acknowledge receipt of the work and feedback will be given on a daily basis.

A register will be kept of engagement and those not engaging will receive a welfare call from the Pastoral/Wider Pastoral Team.

All Tutors: Will make fortnightly contact with the families of their tutor groups.

F2E: Job Coaches will ensure work is provided to the interns. They will acknowledge work received and provide feedback to this work. Job Coaches will provide weekly contact in this situation to monitor engagement, progression and wellbeing.

Students requiring work that focuses on their life skills, sensory needs or social communication will be identified and provided for by the relevant ESL. In reality this will mainly be students from the Complex Community, Programmes and Therapeutic.

Appendix 2 Examination Boards and Blended Learning

Currently examination boards are not planning that all courses switch to Distance Learning. They are working on the fact that all assessment input will have come from either an entire face to face delivery or at the very least a blended learning approach. They are mindful that students may have a very different experience i.e. some will have entirety of face to face lessons with teaching staff and some will have a blended learning experience.

The aims are therefore:

- To ensure that blended learning delivery meets the guidelines set by the awarding body
- Ensure that assessment methodology is valid and reliable and that it does not disadvantage any group or individual learner.

In order to achieve these aims the trust will:

- Ensure that the teaching, delivery, and assessment of blended learning activities are supported by qualified staff timetabled at the corresponding times to online sessions. These staff will be available to answer questions and provide support as if students were physically in the room.
- Assignments will be assessed and feedback given either in the lesson they were set, or at the beginning of the next timetabled lesson for that subject. This reflects the practice as if the student was in the lesson.
- Where possible the setting of any assessed work will be undertaken face to face with the opportunity for the student to ask questions
- Staff will raise any concerns to their subject lead if they suspect that work has been completed by a third party. In the event of an assessed piece of work this will be reported to the Exams Officer who will then liaise with the Vice Principal.
- Any work that is being used for assessment, internal verification or Teacher Assessment purposes will be stored securely in accordance with Centre Policies and agreements with the examination boards.

Appendix 3 Useful Resources for Staff and Parents

Resources to Support with Remote Learning:

The DfE has produced a quality assured list of remote education resources:

DFE resources to support online education resources for home learning

Home Education tips for parents

The Key Staff briefing: how to design and deliver remote lessons

<https://www.ambition.org.uk/research-and-insight/remote-teacher-development-guide/>

Safeguarding while online:

Refer to the Trust E-Safety Policy. The following resources may also prove supportive for staff and parents in managing online safety:

- UK Safer Internet Centre
- National Online Safety
- ThinkUKnow