

## Plans for Remote Education

As a trust we have learnt a considerable amount regarding on-line learning during lockdown. Schools performed well in rapidly changing and unforeseen circumstances to provide access to learning for our pupils. However, we are equally aware that the risk of personal, local and national lockdown remains as we move into the Autumn term and beyond. Therefore, we seek to work with schools to provide some direction, clarity and planning for situations we hope not to need, but in reality seem likely.

Our work operates on three themes:

- Reduce workload for staff by trying to minimise the need for teachers having to prepare different work for pupils who are in school, who are isolating or who are experiencing a temporary bubble lockdown
- To collate our previous learning from lockdown educational provision and improve it
- To be better prepared for the onset of on-line learning and to ensure a level of consistency within and between schools, in order to continue to offer excellent provision in GEP schools.

We therefore expect all schools to have the capacity to offer immediate remote education where individual pupils, classes or groups of pupils need to self-isolate, or when there is a local lockdown requiring pupils to remain at home. This may mean that some pupils in the same teaching group are simultaneously learning in school and others engaging in remote education. All provision will need to consider staff workload and the need to work efficiently. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September 2020.

### Key Principles

It is clear that schools adapted their approach to remote learning throughout the Summer term and adopted a range of delivery models which built on feedback, on-going evaluation, increased teacher confidence and more developed ICT infrastructure. We expect all schools to continue to develop their own approach regarding their specific plans for remote learning.

Our contract with Zoom remains in place until March 2021 in order to support remote education and to promote staff dialogue and communication. *Microsoft Teams* is available across the trust and is expected to replace Zoom in due course. The DfE-funded provision of digital devices remains in place to provide devices for disadvantaged pupils. Primary Schools all plan to use *Seesaw* as their remote education platform. This has now been purchased and plans are in place for its roll out. Secondary schools have been developing the use of *SharePoint* for document storage and work submission which can be used in conjunction with *Microsoft Teams*. This is supported by other systems such as *Satchel One/SMHW*. Where required, GEP central IT is supporting teachers with installation of cameras on school computers to enable live teaching from a classroom.

There are some key principles that need to inform these specific plans and to build on best practice seen across the trust last term.

- On-going pastoral support in an age appropriate form must be in place for all pupils but particularly for our most vulnerable pupils including the provision of Tutor Time in secondary schools
- The full curriculum must be provided for all pupils
  - For primary schools, where it is possible and in an age appropriate format to do so, 'real time learning' or recorded lessons should be provided for core subjects
  - For secondary schools, it is expected that 'real time learning' or recorded lessons will need to be in place and delivered in line with the school's timetable
- Pupils must be able to submit and or re-submit work for teacher feedback in line with school policy. For primary schools, it is likely that there will be greater focus on core subjects rather than on foundation subjects
- Teachers must be able to provide pupils with feedback on work submitted in line with school policy. In order to support secondary school staff with workload assessed work and marked work will be submitted/returned electronically rather than through exercise books
- Pupils not engaging in remote education must be supported in order to promote their engagement. This will include class registers being taken for every secondary school lesson
- Procedures should be in place for school leaders to quality assure remote education in order to both monitor and assess the quality of provision.

In order to clarify school thinking, we are asking schools to complete the following table to assist in their planning. We are aware schools will have given this considerable thought already and wish to build on this good work, while also providing consistency across the trust.

Please can this form be returned to me by Friday 18 September.

Many thanks



**Fullbrook contingency plans in place for remote education**  
**Tier 1- Test and Trace clusters sent home, Face masks in corridors**

<b>Pupil cohort</b>	<b>Approach to pastoral support and safeguarding</b>	<b>Curriculum Delivery Model</b>	<b>Submission and re-submission of work</b>	<b>Approach to pupil feedback</b>	<b>Follow-up non-engagement</b>	<b>Approach to QA of provision</b>
<b>KS3</b>	Each student who is required to self-isolate due to contact with a student who has a confirmed case of Coronavirus will be contacted once by the Head of Learning or tutor each week and once by a member of the pastoral support team each week that they are in self-isolation (14 days) to check	Each teacher of each absent student will upload the lesson contents to the student via the Student Learning Environment*. Students at home should automatically go there to check for work set by their teachers for the subject folder and then the 'week commencing' folder.	When required, <b>according to the curriculum plan</b> , students will submit work electronically via SMHW or email or in dedicated submission folders in the SLE* to the teacher who will print out the work. (This could be forwarded to reprographics to print to save the teacher time.)	The teacher will mark the submitted work as with other students in the group. This will be held by the teacher until the student returns when it will be filed by the student or stuck into their book.  No additional feedback will be provided at this tier.	HOL/Tutor and Pastoral support teams will be checking on levels of engagement with the parent in the pastoral support calls. Where necessary, the student will be spoken to. Concerns re engagement will be passed back to subject teachers so that they are aware of potential gaps in learning when the student returns after 14 days isolation.	Heads of faculty will check that the relevant work is being set by teachers of absent students in their faculty.  SLT line managers will check on this with the HOFs in the cyclical line management meeting and check that curriculum plan is being adhered to.
<b>KS4</b>	<ol style="list-style-type: none"> <li>how they are</li> <li>that they are receiving remote learning resources and engaging with these</li> <li>Whether they have shown symptoms</li> <li>If and when a test is booked.</li> </ol>	Each teacher of each absent student will upload the lesson contents to the student via the Student Learning Environment as at KS3*. Where possible the student will be connected to the lesson via Zoom/MS Teams	Students at home will not be required to submit any work other than that expected of the class according to the curriculum plan.		Teacher will work with the student when they return to class to support them to catch-up with missed work.	Students will be trained and parents informed that all work is available via the SLE is subject folders in Week beginning... folders so that they do not have to wait to be sent anything, they can just get straight on with following their timetable from home.
<b>Post-16</b>	This information will be recorded on the central Fullbrook track and trace spreadsheet. As a result, a student in 14 days isolation will be contacted 4 times to	Each teacher of each absent student will upload the lesson contents to the student via the Student Learning Environment, as at KS3*.			In years 11 and 13 the student will be included in the after school targeted programmes of support sessions in subjects where this is felt necessary.	SRR will be conducted on the material in the SLE.

	check on well-being and progress.	At KS5 the teacher will connect to the student via Zoom/MS Teams at the start of the lesson so the student can hear the lesson.			Catch up funding from DfE could be used if the teacher feels, once the student has been back in the class, that they cannot support the student to catch up in the usual way following a short absence.	
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\*The survey to all families asking about access to IT facilities at home will be redone by Half term. Now families have experienced education from home, their responses to questions about access to IT and the types of IT available in the home may be different and thus lead to provision of work by alternative methods including:

1. Hard copies being sent home
2. The provision of IT equipment, where possible, to students, priority being given to those who qualify for Pupil Premium.

The survey will include questions to find out:

1. The type of IT the student has access to (Work station/Laptop/Tablet/Phone)
2. The number of hours per day they can use this technology
3. The number of other family members who need to use the technology
4. Access to the Internet- reliability of signal-bandwidth
5. Whether the IT can run Zoom/MS Teams
6. Whether the family feel confident in logging in to zoom/training/instructions that may be required.



## Fullbrook contingency plans in place for remote education

**Tier 2- Rota system of attendance in school, if possible, exam years remain in school.**

**Face masks in corridors.**

**There will be changes to these plans depending on how long Tier 2 is expected to last for.**

Pupil cohort	Approach to pastoral support and safeguarding	Curriculum Delivery Model	Submission and re-submission of work	Approach to pupil feedback	Follow-up non-engagement	Approach to QA of provision
<b>KS3</b>	Tutor time every day in person or online. Teachers will take registers on PARS as usual. Using the registers taken by teachers, truancy call will be sent for those not present in online lessons.	Exam groups will remain in school throughout. Year group analysis using the learning gap surveys and lesson attendance in lockdown and the IT equipment surveys (Tier 1 above) will be used to identify students who will be invited in when it is not their rota's time to attend. This will also include vulnerable students and students whose parents are critical workers. These students will join a hub provision to be supervised to complete the work that other students are doing at home. Since they will be different year groups, they will be grouped by year as far as possible and social distancing measures will be in place	When required, <b>according to the curriculum plan</b> , students will submit work electronically via SMHW or email or dedicated folders in the SLE* to the teacher who will print out the work. (This could be forwarded to reprographics to print to save the teacher time.)	The teacher will mark the submitted work as usual. This will be held by the teacher until the student returns for their turn on the rota when it will be filed by the student or stuck into their book. Any common misunderstandings will be addressed with the class. This can be planned by the teacher as usual during marking for the class. Green Pen follow up work will be completed by students when they are next at home. (This will also effectively ensure interleaving of recent learning).	Teachers will register student attendance in the Zoom/MS Teams sessions. Non attendance will be followed up by pastoral teams (See Approach to pastoral support and safeguarding column).  Students who attend but do not participate will be followed up with an email to parents by the class teacher. If this does not ensure better participation in the next lesson, the HOF will then follow up with the parent by phone.	As Tier 1 + Subject Leaders and Heads of Faculty will follow up with teachers in line management meetings using the Curriculum Plan to check with them what has been covered, how they think students are progressing and how they know this.  Where there are concerns, the HOF will view a sample of recorded lessons and provide advice and support to the teacher. If concerns persist, the HOF will sit in a remote lesson to see how it is working and to help the teacher work with students, modelling good remote teaching. The T&L group reps can also be used to support
<b>KS4</b>	Pastoral support team will contact home for those who do not respond, or do not respond satisfactorily to truancy call.		Faculties will work together in the Autumn term on their curriculum plans to identify if any additional pieces of work to monitor student's remote learning should tier 2 be required. It may be that it is possible to assess students through usual HFLST when they come back on their rota			
<b>KS5</b>	HOL and tutor team will follow up with families form whom no response to truancy call or the pastoral support team is received or where concerns have been raised from one of these two contacts.			All work submitted must be acknowledged on receipt. (Feedback will ONLY follow in line with the curriculum plan.)		

	<p>Students identified will be checked on initially by tutors then the HOL when they return for their next turn in school. Relevant support will be put in place through the pastoral and mental health strategy managed by SHM.</p>	<p>(as in lockdown) to preserve the integrity of the year group bubbles.</p> <p>One or two other year groups will come to school for a specific period of time e.g. a week/a cycle, this will rotate. Staff will be required to teach in non-specialist subjects areas to cover colleagues who may be self-isolating. Video lessons will be delivered by those staff who are at home but not unwell, supervised by other teachers. Cover in this way will need to be calculated to be fair, it will not just be down to the faculties with the staff absent who bear all the cover load.</p> <p>All lessons for those year groups studying remotely will be delivered by Zoom/MS Teams.</p> <p>Lessons will be delivered in line with the curriculum plan in each subject with adaptations as required to manage</p>	<p>days to not require additional submissions.</p>	<p>Marks will be recorded on the faculty spreadsheet in the data folder in SharePoint</p>		<p>here and AP responsible for T&amp;L may be asked for additional support.</p> <p>HOF will use the data sheet in SharePoint to check marking of submitted work according to the curriculum plan for each member of the subject team.</p> <p>If staff are scheduled to be observed in SRR cycle, this will go ahead online.</p> <p>Feedback will be checked when students return to school.</p> <p>A new method of book scrutiny will be worked out.</p>
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the learning in the remote environment E.g.

- Changes to pedagogy and practice as learnt during school closure, some
- Changes to the curriculum schedule will be necessary where practical subjects are concerned.

## Fullbrook contingency plans in place for remote education

**Tier 3- Exam Year groups (11 & 13) and Hub students only in school, Face masks in corridors.**

**There will be changes to these plans depending on how long Tier 3 is expected to last for.**

Pupil cohort	Approach to pastoral support and safeguarding	Curriculum Delivery Model	Submission and re-submission of work	Approach to pupil feedback	Follow-up non-engagement	Approach to QA of provision
<b>KS3</b>	<p>Online tutor time every day</p> <p>Live assembly once a week (recorded so can see who is present). Truancy call to those who are not.</p>	<p>Specialist teachers will teach year 11 &amp; 13. Their usual teach as far as possible then a subject specialist if the teacher is at home.</p>	<p>When required, <b>according to the curriculum plan</b>, students will submit work electronically via SMHW or email or dedicated folders in the SLE* to the teacher. This will be marked electronically.</p>	<p>The teacher will mark the submitted work electronically and will return this to the student electronically in line with the time planned for this and shown on the curriculum plan.</p>	<p>Teachers will register student attendance in the Zoom/MS Teams sessions. Non-attendance will be followed up by pastoral teams (Tier 2 See Approach to pastoral support and safeguarding column).</p>	<p>The SRR system will be used as planned, teachers will be seen teaching online in their Zoom/MS Team rooms as planned.</p>
<b>KS4</b>	<p>Short well-being survey to students once a week – rate yourself 1-10. Follow up calls by HOL to those at 4 or lower, appropriate interventions put in place in line with the mental health and pastoral strategy (SHM)</p>	<p>Those teachers at home will pick up the remote teaching for those covering their F2F lessons with 11 &amp; 13.</p>	<p>See Tier 2 Submission and re-submission of work for potential changes to the curriculum plan to reflect work submission needed in each subject to support remote learning.</p>	<p>Teachers will need to ensure that a lesson following the return of work includes time for students to complete Green Pen follow up work and for any common misconceptions to be addressed by the teacher.</p>	<p>Students who do not submit work will have this recorded on the central spreadsheet. When this has happened once, the teacher will follow this up with an email to the student. If this happens twice, the teacher will contact the parent. If this happens 3 times the Head of Faculty will contact the parent.</p>	<p>All quality assurance approaches as at Tier 2 will also apply.</p>
<b>KS5</b>	<p>Follow up calls by pastoral support team to those who don't complete the survey. A parent survey will also be sent once a week.</p> <p>Non-attendance in lessons followed up as at Tier 2.</p>	<p>Teachers and students will follow their usual timetable. All lessons will be taught live by Zoom/MS Teams. All these lessons will be recorded. Work will be set via the SLE.</p> <p>Teachers will come to school on days they have Yr 11&amp;13. They will teach from home on other days.</p> <p>If Yr 11 &amp; 13 lessons are timetabled such that it is too difficult to get home</p>	<p>See Tier 2 Submission and re-submission of work for potential changes to the curriculum plan to reflect work submission needed in each subject to support remote learning.</p>	<p>All work submitted must be acknowledged on receipt. (Feedback will follow in line with the curriculum plan see tier 2 and 3)</p> <p>Marks will be recorded on the faculty</p>	<p>When this has happened once, the teacher will follow this up with an email to the student. If this happens twice, the teacher will contact the parent. If this happens 3 times the Head of Faculty will contact the parent. The Head of Learning will monitor the spreadsheet and if they see this happening across subjects then the</p>	<p>HOF will use the data sheet in SharePoint to check marking of submitted work according to the curriculum plan for each member of the subject team.</p>





	<p>Year 11 &amp; 13 and those students attending Hub provision will be on site so will be with tutors and HOLs and usual F2F procedures will apply.</p>	<p>and return, teachers can stay onsite to teach.</p> <p>If teachers prefer to stay on site to teach each day, this can be accommodated with teachers teaching remote lessons from classrooms NOT Work rooms.</p>		<p>spreadsheet in the data folder in SharePoint</p>	<p>HOL will contact the parents with a wider concern about non engagement.</p> <p>If a solution cannot be found to engage the student, they will be required to attend the Hub provision so that they can complete work supervised.</p> <p><b>Catch-Up</b> Disadvantaged students through NTP</p> <p>Year 10 and 12 will have priority for catch-up for identified students using the catch-up funding. This will be after school sessions but tutors will have to be brought in since teachers will be doing after school sessions for year 11 and 13 in preparation for exams.</p> <p>At KS5 support for RGS could be used in the way that sessions were delivered for Chemistry Biology and Physics in previous years IF THEY HAVE THE CAPACITY.</p>	
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## Fullbrook contingency plans in place for remote education

### Tier 4- Only Vulnerable students and students whose parents are critical workers to attend school.

Pupil cohort	Approach to pastoral support and safeguarding	Curriculum Delivery Model	Submission and re-submission of work	Approach to pupil feedback	Follow-up non-engagement	Approach to QA of provision
<b>KS3</b>	Tutor time via Zoom/MS Teams will take place daily. Registration will be taken and students given the opportunity to talk through their learning day.	Every lesson to have live input via Zoom/MS Teams. All live lessons to be recorded. The whole lesson doesn't need to be live, there could be use of a recorded lesson and other work as set on the Student Learning Environment, but the start of the lesson will be live to check student attendance.	Work to be Submitted via SharePoint.  Microsoft teams enable electronic submission  Submission should be in line with the curriculum plan. See tiers 2 and 3.	Microsoft teams enables viewing of student work live whilst online with each student individually. Training required.  Feedback should be given in line with the curriculum plan. See Tiers 2 and 3.  All work submitted must be acknowledged on receipt. (Feedback will follow in line with the curriculum plan see tier 2 and 3)  Marks will be recorded on the faculty spreadsheet in the data folder in SharePoint	Teachers will register student attendance in the Zoom/MS Teams sessions. Non-attendance will be followed up by pastoral teams (Tier 2 See Approach to pastoral support and safeguarding column).  Non submission of work - See Tier 3 follow-up non-engagement  Teachers to email Pastoral support team to log missing work.	Survey to parents and students about the work received will go out once a cycle. Results will be fed back to HOFs to action if specific subject issues. SLT will consider whole school actions based on feedback.  Line management meeting will occur cyclically on line as timetabled. Quality assurance will occur as at Tier 2  SRR will continue as planned but remotely, as described at tier 3.  HOF will use the data sheet in SharePoint to check marking of submitted work according to the curriculum plan for each member of the subject team.
<b>KS4</b>	Non-attendance will be followed up as a Tier 2.  Short well-being survey to students once a week – rate yourself 1-10. Follow up as at Tier 3.	All work set via SMHW  All teachers apart from those on Hub rota will work from home.				
<b>KS5</b>						

Students attending the Hub will be groups by year. They will be supervised to complete the same programme as students studying at home.