UNITY SCHOOLS PARTNERSHIP

DfE expectations of Remote education

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.

The amount of remote education provided should be, as a minimum:
• Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
• Key Stage 2: 4 hours a day
• Key Stages 3 and 4: 5 hours a day

In developing their remote education, we expect schools to:
• 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 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 and make sure staff are trained and confident in its use
• overcome barriers to digital access for pupils by:
-distributing school-owned laptops accompanied by a user agreement or contract
- providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person
• have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
• identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education
• publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021

When teaching pupils remotely, we expect schools to:
• set meaningful and ambitious work each day in an appropriate range of subjects
• consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
- providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
- 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

As an evidence informed organisation Unity Schools Partnership will use the following research recommendations to underpin their approach.

- Best evidence on supporting students to learn remotely - one side summary of the five recommendations
- 'Home learning approaches' planning framework - based on metacognitive steers for teachers
- 'Linking Learning' - questions flowchart for senior leaders

School									
Hours per day	KS1								
	KS2								
	Enrichment								
Digital platform									
Number of children provided with device	N	R	1	2	3	4	5	6	
Number of children provided with additional mobile data	N	R	1	2	3	4	5	6	
Average number of children in school	N	R	1	2	3	4	5	6	
Number of children not in school without device or sufficient internet	N	R	1	2	3	4	5	6	
As a result of this how many children have been invited into school as not able to access learning at home	N	R	1	2	3	4	5	6	
Training provided for staff									
Further training needed on…..									
Frequency and method of checking engagement									
Method and frequency of parental feedback									
Actions taken following this feedback									
What percentage of children attend lessons each day?	N	R	1	2	3	4	5	6	
Named senior leader									
Information on website									
• Meaningful and ambitious work each day • Appropriate range of subjects									

- Frequent, clear explanations of new content
- Opportunities for interactivity, including questioning, eliciting and reflective discussion
- Scaffolded practice and opportunities to apply new knowledge
- Timely and frequent feedback on how to progress
- Assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- Supporting children with SEND
  - Teachers will continue to provide differentiated learning in the same way as they would do in the classroom
  - Sencos will continue to have oversight of the provision being made on site and remotely
  - Any required reasonable adjustments in the amount of remote work set because of additional attention, communication, behaviour and mental health needs, are discussed, agreed and recorded with parents/carers/social workers and school Senco
  - Sencos will audit EHCP section F requirements and discuss with parents/ carers any needs that are particularly challenging to meet in the current context.
  - On the rare occasion that agreement cannot be reached about closest possible arrangement, then the trust Director for SEND Lucie Calow and the responsible LA will be notified.

School assessment by 25th January		
Strengths	N	
	R	
	1	
	2	
	3	
	4	
	5	
	6	
Areas to develop	N	
	R	
	1	
	2	
	3	
	4	
	5	
	6	
Support / CPD needed from Trust		

Peer/Director assessment by end of January	
Strengths	
Areas to develop	
Support / CPD needed from Trust	