



Spalding High School Remote Education Provision
Government Expectations

Government Expectations	How we are addressing these expectations in our provision
There is a remote learning plan in place which has been published on the school website	Remote learning plan in place and on website by 25 th January 2021 deadline.
There is a senior leader with responsibility who is monitoring impact on workload and overseeing staff availability and timetabling	Ben Love, Assistant Headteacher with responsibility for Teaching and Learning has overarching responsibility for the quality and delivery of remote education, including ensuring that provision meets expectations for remote education.
There are high expectations for a quality well - sequenced curriculum for all , which is aligned closely to the in-school curriculum (<i>this could be a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different</i>)	We teach the same curriculum remotely as we do in school wherever possible and appropriate. The work set is in line with that delivered during normal school days/weeks/terms and is consistent with the government expectations, published on 4th January 2021 and the EEF research, entitled 'Best evidence on supporting students to learn remotely'.
All stakeholders are aware of approach/arrangements for remote education (<i>Govs, parents, staff, pupils</i>)	All governors (26.01.21 and 02.02.21), staff (20.01.21), parents and carers (22.01.21) are aware of our approach and arrangements for home learning with relevant documentation on website. Regular communication and updates are provided detailing any changes to provision and to check if lack of engagement. Enquiries email and Teams/ Office 365 email in place for easy access for parents/ carers re: any queries.
A minimum amount of work is set:	The work set is in line with that delivered during normal school days/weeks/terms in as far as is possible and practical, meeting the government minimum expectation of 4 hours per day, with more for pupils working towards formal qualifications.
There are clear rules for behaviour, which pupils understand and which staff monitor and enforce if needed	Clear rules for behaviour are in place and have been shared with students, parents and carers. Rules for behaviour enforced as appropriate according to the School's Behaviour for Learning policy.
There are appropriate data management systems in place which comply with GDPR	Systems in place comply with GDPR.
Delivery includes recorded, live, direct teaching and independent work	Our remote education provision has been guided by recent research published by the Education Endowment Foundation (EEF) entitled 'Best evidence on supporting students to learn remotely'. This research was funded by The EdTech Hub – as part of the partnership between the EdTech Hub and the Education Endowment Foundation and has been published as a global public good – to support the global response to the education impacts of COVID19. In terms of key findings and implications, the evidence found that teaching quality is more important than how lessons are delivered. Ensuring the elements of effective teaching are present - for example clear explanations, scaffolding and feedback - is more important than how or when they are provided. There was no discernible difference between teaching in real time ('synchronous teaching') and alternatives ('asynchronous teaching'). For example, teachers might explain a new idea live or in a pre-recorded video or narrated PowerPoint. But what matters most is whether the explanation builds clearly on students' prior learning or how students' understanding is subsequently assessed. Multiple reviews also highlight the importance of peer interaction during remote learning, as a way of fostering a sense of community and as a way to motivate students and improve outcomes.

	<p>Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, questioning, sharing models of good work, and opportunities for live discussions of content.</p> <p>We use a combination of the following approaches to teach students remotely:</p> <ul style="list-style-type: none"> • Synchronous teaching (online lessons) • Asynchronous teaching (recorded teaching e.g. Oak National Academy Lessons, video/ audio recordings made by teachers) • Printed paper packs produced by teachers (e.g. workbooks, worksheets) • Textbooks and reading books students have at home • Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
<p>Delivery uses a digital platform effectively for communication and accessibility</p>	<p>The main vehicle for delivering remote learning is Microsoft Teams. This enables staff to set lessons online and communicate with students as each timetabled class is now a 'Team' with the relevant member of staff allocated to it.</p>
<p>Families are supported to ensure pupils can access home education –suitable alternative arrangements have been made if limited devices or internet access are a barrier</p>	<p>The remote learning plan for SHS takes account of students' home environment.</p> <p>Families are encouraged to contact us, in confidence, should they experience any difficulties accessing Teams, the VLE, a digital device or the internet.</p> <p>Families identified where laptop loan/ mobile Wi-Fi device/ data increase may be required. Order placed and received for laptops which are now being used to supplement school stock and provision for families. Data increase requests processed.</p> <p>We understand that technical issues and/or bandwidth restrictions might make it difficult for students to join live-streamed lessons. We are also mindful that not all students have their own device and may be sharing with other family members. All live-streamed lessons are recorded and saved in the relevant class Team's 'Channel' meaning that students unable to join are able to review the lesson at their convenience.</p> <p>As part of our Microsoft Teams rollout, all students also benefit from a Microsoft Office 365 account. With a subscription to Microsoft Office, students receive:</p> <ul style="list-style-type: none"> • Access to the latest Office Apps, like Word, Excel, PowerPoint, Teams and Outlook from home; • The ability to install said Apps on PCs, Macs, tablets, and phones (providing they are not already installed) and, • 1TB of 'One Drive' cloud storage (accessible both at home and in school). <p>365Help@spaldinghigh.lincs.sch.uk email created to support parents, carers and students should they experience any difficulties accessing Teams and/ or Office 365.</p>
<p>Pupils are supported to self-regulate and manage their time during home learning</p>	<p>Advice on helping students to learn including encouraging regular breaks included in our remote education plan which has been published on the School website and emailed to parents and carers.</p> <p>Students allocated independent learning time to complete learning activities/ tasks so as to minimise the fatigue that results</p>

	<p>from too much continuous video conferencing. We have also maintained our Friday afternoon study period.</p> <p>Furthermore, in order to mitigate against the risk of school work spilling over beyond the normal school day, teachers have been asked to ensure that students are given sufficient time in lessons to complete activities and application work.</p> <p>We have also taken the decision, for the time being at least, not to set homework in Years 7- 10. Students working towards formal qualifications (Years 11 and 13) and those in Year 12 may be set homework; however, any work set should focus on revision and consolidation, not introducing new content.</p> <p>Students, parents and carers are able to access health and well-being information from the School website including advice on online safety, a children’s guide to coronavirus, support for student well-being and links to external agencies such as Kooth, an online mental wellbeing community.</p>
<p>The right structures, provision and equipment is in place to help SEND pupils access high quality remote education</p>	<p>Students unable to learn online because of special educational needs or disabilities are invited to attend school.</p> <p>Teachers ensuring that work is differentiated as required for all learners when setting online tasks.</p> <p>SEND Team in regular contact with SEND students as appropriate.</p>
<p>There is guidance for parents/carers on how to support pupils and for pupils on how to use technology effectively</p>	<p>Instructions on how to access Teams and Office 365 have been shared with parents and carers as well as how to support students accessing emails post our Office 365-migration.</p> <p>Online safety advice available through the School website.</p> <p>Students understand how to use MS Teams effectively with training undertaken in Term 2. This included face-to-face tuition, a Microsoft Office Quick Start Guide and a pre-recorded ‘Student Guide’ video.</p>
<p>Systems in place to check daily on pupil engagement with work</p>	<p>Teachers checking on a daily basis students’ attendance of, and engagement in, live lessons and completion of ‘assignments’.</p> <p>Use of the Insights App in Microsoft Teams which uses at-a-glance data views to help teachers catch up on all their students’ Teams activity, from assignment turn-in to engagement in class conversations.</p>
<p>Systems in place to inform parents/carers where engagement is a concern</p>	<p>Where a student does not engage with remote learning (either synchronous or asynchronous), the class teacher will, at first instance, make contact with the student via email.</p> <p>Where engagement continues to be a concern, the class teacher will contact home either by email or telephone.</p> <p>If non-engagement persists, the classroom teacher will speak to their Head of Department who will in turn contact home.</p> <p>Head of Year also monitoring engagement with contact where any potential concerns, particularly in relation to wellbeing.</p>
<p>Systems in place to check how well all pupils are progressing through the curriculum, with at least weekly feedback</p>	<p>Staff will use a range of methods to provide feedback to students.</p> <p>Feedback can take many forms and may not always mean extensive written comments for individual students. For example, teachers might build feedback into ‘live’ lessons e.g. using the chat function in MS Teams to provide feedback to individual pupils or groups of pupils or the whole class.</p>

	<p>Written whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.</p> <p>There are a range of online platforms we are using which self-mark and address misconceptions, such as DrFrostMaths and Seneca Learning. Teachers will be monitoring these and commenting on scores obtained.</p>
All guidance is shared with staff, and staff can access resources as needed	<p>Teaching staff are aware of guidance in relation to remote learning including the Education Endowment Foundation's research entitled 'Best evidence on supporting students to learn remotely'.</p> <p>Teaching staff are also aware of resources available to support remote learning. These resources have been made available through the School's MS Teams CPD 'channel' and discussion board.</p>
Staff have appropriate training/support to use digital tools and resources	<p>Staff have undertaken training (both externally and internally) supporting the use of digital tools and resources.</p> <p>Staff have access to the digital resources and tools required to teach and support pupils remotely.</p> <p>A more collaborative approach to learning is also developing across school with staff supporting each other when using new resources.</p> <p>As a result, staff's confidence when using digital resources is developing and improving with all staff using digital resources to deliver learning to the students each day.</p>
Best use is made of capacity across networks/clusters	<p>We have been supported in our implementation of MS Teams by a Microsoft Innovative Educator Expert.</p>
Parents/carers have clear guidance on how to support pupils at home and pupils understand the expectations for work and how to participate from home	<p>Parents and carers have clear guidance on supporting students at home – see Remote Education Provision: Information for Parents.</p> <p>Students understand how they can participate in remote learning with training undertaken in Term 2. This included face-to-face tuition, a Microsoft Office Quick Start Guide and a pre-recorded 'Student Guide' video.</p> <p>All information regarding remote learning can be found on the school website.</p>
There are regular opportunities for all to participate in shared, interactive lessons and activities (a sense of community and belonging)	<p>There are regular opportunities for all to participate in shared interactive lessons and activities e.g. form periods.</p> <p>Teachers utilise a range of strategies to support peer interaction in live lessons including peer marking and feedback, questioning, sharing models of good work, and live discussions of content.</p>
There are regular catch ups with pupils, particularly for those that are most vulnerable	<p>There are regular catch ups with pupils in live lessons, form periods and assemblies.</p> <p>SEND Team in regular contact with SEND students as appropriate.</p> <p>Head of Year also monitoring engagement with contact where any potential concerns, particularly in relation to wellbeing.</p>
There are clear safeguarding protocols, including online safety and potential mental health or well-being concerns	<p>School has safeguarding protocols in place to ensure that students and staff are safe.</p>
There are clear reporting routes so that anyone can raise safeguarding concerns	<p>School has clear reporting routes so all stakeholders can raise any concerns.</p>