REAch2
ACADEMY TRUST

REMOTE LEARNING STRATEGY

PEDAGOGY AND RELATIONSHIPS

TECHNOLOGY AND INFRASTRUCTURE

MATERIALS AND RESOURCES FOR LEARNING

LEADERSHIP

WORKFLOW AND COMMUNICATION

"Technology will never replace great teachers, but in the hands of great teachers, it's transformational."

– George Couros

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SECTION 1: CONTEXT

The National Picture

Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, the DFE expects schools to be able to offer them immediate access to remote education. This means an education that is provided for pupils whilst they are at home, through online or other means.

The Secretary of State has given a temporary continuity direction in order to require schools to provide remote education for state-funded, school-aged children unable to attend school due to coronavirus (COVID-19). This came into effect on Thursday 22 October 2020.

The DFE have published their expectations for high quality remote learning. Further information can be found in Appendix 1: National Expectations for Remote Education.

Whilst the DFE have published clear expectations for schools to provide remote learning, it was also noted by OFSTED in their findings from visits to schools in September 2020 that this poses significant challenges for schools. It was recognised there is much work still to do before schools are in a secure position to deliver remote education that matches the quality of the curriculum that would be taught in school.

Replicating the Classroom Remotely

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.

Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

The REAch2 Remote Learning Strategy has been developed based on guidance from the DFE and associated guidance from the Education Endowment Foundation. Account has also been taken of learning that has come from discussion and liaison with other large Trusts about their approaches to remote learning. It has also been informed by NEU guidance on blended learning, including implications for staff workload.

SECTION 2: REACH2 REMOTE LEARNING STRATEGY

Rationale and Aims of the Strategy

As a Trust, we are committed to provide our pupils with exceptional opportunities for learning. Whilst recognising the significant challenges of the current context, the Trust's remote learning strategy is driven by the following key aims:
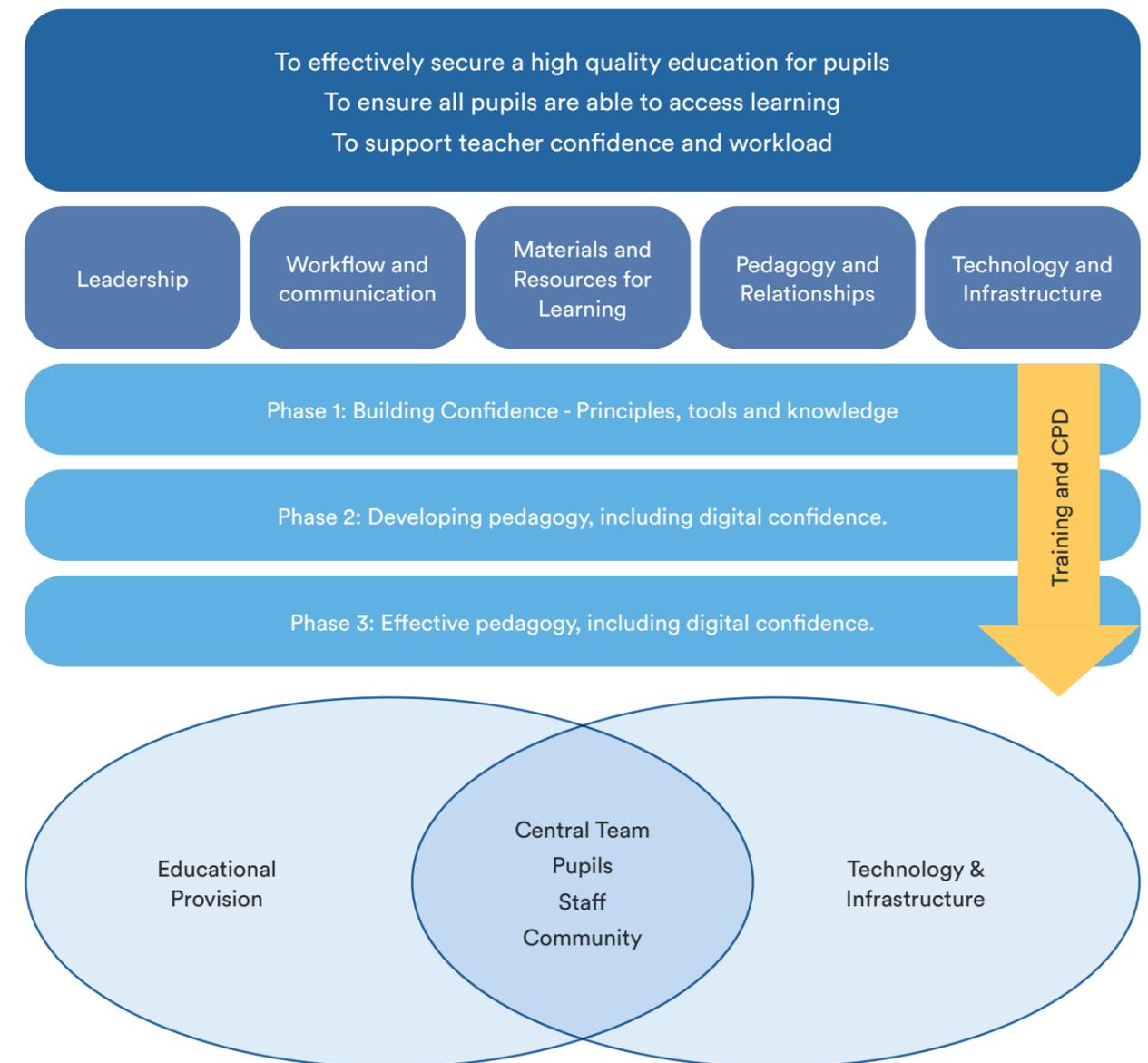
- To effectively secure a high quality education for pupils

- To ensure all pupils are able to access learning

- To support teacher confidence and workload

We recognise there are a number of practical challenges that will need to be overcome, particularly at the early stages of implementation, as schools adjust to a dramatically different approach to educating primary age pupils in a very challenging national context. We also want to make sure we are making the most of any existing good practice within our schools. This is why our approach is driven by the importance of professional development and support at all levels, so that both our central teams and school-based staff gain the knowledge, confidence and skills that will help them to deliver remote education effectively.

However, we are also ambitious for our pupils and the intention of this strategy is to broaden and develop pedagogy, including digital confidence and innovation, which will be beneficial in the long term to the learning opportunities provided for pupils in our schools. Whilst mindful of the urgency to meet statutory expectations, we are also investing in developing pedagogy that will have a sustained impact on improving learning over time, not simply reacting to a national crisis.

Strategy Overview

To effectively secure a high quality education for pupils
To ensure all pupils are able to access learning
To support teacher confidence and workload

| Leadership | Workflow and communication | Materials and Resources for Learning | Pedagogy and Relationships | Technology and Infrastructure |

Phase 1: Building Confidence - Principles, tools and knowledge

Phase 2: Developing pedagogy, including digital confidence.

Phase 3: Effective pedagogy, including digital confidence.

Training and CPD

Educational Provision | Central Team Pupils Staff Community | Technology & Infrastructure

Elements of the Strategy

There are five key elements to help to deliver these aims of the strategy.

- Leadership

- Workflow and Communication

- Materials and Resources for Learning

- Pedagogy and Relationships

- Technology and Infrastructure

These elements encompass the issues that need to be taken into account by schools in order to develop an effective and sustainable approach to remote education.

Central to this strategy will be the training, support and guidance that is provided for schools to develop their remote learning capacity in relation to each of these elements.

Leadership	Leadership is pivotal to all school improvement. This remains the case for developing high quality remote education in schools. There should be sufficient seniority, capacity and knowledge at leadership level to ensure expectations are clearly communicated, and staff are well trained and supported. This includes ensuring the school's approaches to remote education are practical and mindful of teacher workload. The challenges of the current national context also mean that the headteachers and other leaders need to be a source of optimism more than ever, advocating the potential benefits of IT in education so that all staff are positive and solution focused should challenges arise with technology.
Workflow and Communication	This element of the strategy focuses on the basic tenets of ensuring pupils are communicated to effectively and are able to complete and receive feedback about their work. It is also the means by which schools communicate with pupils to maintain relationships, including carrying out welfare checks for vulnerable pupils. These are the important foundations for remote education to be able to take place. For online learning, this will typically be facilitated through the school's digital education platform, such as Office 365 Education. For other types of learning, including for younger pupils, there may be a range of approaches dependent on the type of learning required. In all cases, schools will want to make suitable choices about the most appropriate way in which to communicate with pupils (for example, a phone call to carry out a welfare check on a vulnerable family is likely to provide more reassurance than email communication).
Materials and Resources for Learning	This element of the strategy focuses on both the online and physical resources that schools will use to support learning. For online learning, schools will need to become confident with both their digital education platform as well as a range of resources that enable them to deliver education. For example, Microsoft Sway is a powerful and easy-to-learn tool that enables teachers to quickly and easily create a mix of text, images and videos to deliver online lessons. There are also a range of phonics videos available that can be easily accessed and used by schools on Microsoft Teams. Schools may also have their own software packages with which they are already familiar and wish to utilise for remote learning. For other types of learning that do not take place online, this element considers the resources that will be practical and effective in supporting teachers to deliver the curriculum. Particular consideration may need to be given to younger pupils, for whom online learning will not always be appropriate. For example, the use of phonics and reading resources to practice sounds so that they do not lose confidence in this whilst they are not at school. For both online and non-online learning, consideration should also be given to accessibility for pupils with SEND, to ensure the materials are appropriate to their needs.
Pedagogy and Relationships	This element of the strategy focuses on building confidence about how we replicate the important features of teaching, learning and relationships in the classroom remotely. This means ensuring the elements of effective teaching are present, such as clear explanations, scaffolding and feedback. It also includes the way in which teachers regularly model the use of remote learning materials, resources and approaches during lessons in school so that pupils become familiar and will be confident about accessing and using them at home. It is important that teachers should be confident in the choices they make about the most appropriate approach to remote learning depending on the concepts, knowledge or skills they want pupils to learn. This may include live lessons, recorded lessons, workbooks and interactive online programmes. It should not be assumed that any single approach would always be the most effective approach for all types of learning. This element also focuses on relationships and ways to replicate the things that are important for pupils at school whilst they are at home. This includes maintaining positive emotional attachments, motivating and inspiring them to believe in themselves and to work hard. As with any initiative to improve the quality of teaching across a staff team, this will need effective planning and a proper investment of time to train staff and develop confidence and expertise across the school.
Technology and Infrastructure	This element of the strategy focuses on ensuring schools have the necessary tools to effectively deliver the online elements of remote education. Just as technology presents many opportunities, it is recognised that it can also pose challenges. It is essential to ensure our schools have a reliable IT infrastructure and equipment that enables them to deliver the essential requirements of remote education, including making effective use of their online platform. This includes ensuring that all schools within the Trust have reliable broadband and access to efficient and reliable technical support to sort out problems when they arise. Consideration is also given to ensuring that where practicably possible, pupils are supported to be able to access the appropriate equipment they need to access online learning, including through DFE schemes to supply laptops for schools.

Phases of the Strategy

The three phases help us to understand the level of confidence with which a school is implementing its remote learning strategy. The training and support for schools will be matched to the phase at which the school is currently working within, with a particular emphasis on training within phase 1 so that schools become confident to use the tools that will help them to deliver remote education.

Phase 1: Building Confidence – Principles, Tools and Knowledge	Phase 1 is focused on building strong foundations so that the school is able to meet the basic statutory expectations to deliver remote education. This includes school leaders and teachers becoming confident about the principles that underpin an effective approach to remote learning; understanding the tools that will enable them to do this; and gaining the knowledge they need to use these tools. Within this phase, it will be important to establish leadership of remote learning at school level. There is likely to be a strong emphasis on training and development at all levels, including the use of the school's digital education platform. It will also need an investment of time for leaders to think through and develop a policy and approach that is right for their own school context.
Phase 2: Developing Pedagogy, including digital confidence	Phase 2 is focused on building on the foundations that have been established during the previous phase. It involves an increased focus on developing a consistent approach to pedagogy, to improve quality of learning that pupils receive remotely. Within this phase, there is likely to continue to be an ongoing emphasis on training and development to improve practice. However, this will increasingly include the sharing of the good practice that will be emerging within the school, as well as between schools and clusters.
Phase 3: Effective Pedagogy, including digital confidence	Phase 3 is focused on embedding the progress made within the previous phase so that there is an effective and consistent approach to remote learning across the school. There may be some areas requiring further development, but overall leaders and teachers are generally confident about their approach to remote learning. Within this phase, there is likely to be less emphasis on the sort of training and development that was important in the previous phases because most or all staff are already secure in their practice. There may be a focus on training to even further enhance or innovate practice in key areas of the schools work.

Key Indicators of Effective Remote Learning

These indicators have been designed to provide clarity and structure to the conversations that we have across the Trust as we support our schools to develop their provision for remote education. They are intended to support professional dialogue about effective remote learning, including helping leaders to consider in practical terms what actions might need to be considered to ensure that their provision is consistent and effective within the school.

These indicators have also been used as the basis for planning Trust wide support and CPD, to ensure that where schools might find some aspects of what they need to do to develop remote learning more challenging, there is a clearly matched offer of support.

It is recognised that there is currently limited research about remote learning in primary schools; and no longitudinal research at all about effective remote-learning during the COVID-19 pandemic. Practice in this regard is still developing on a national scale and remains in its relatively early stages. Therefore, these indicators may be subject to change in line with updated research, national guidance and the inclusion of remote learning within any future inspection frameworks.

Phase 1: Building Confidence – Principles, Tools and Knowledge	**Leadership**
	
	● An appropriate leader has been made responsible for remote learning, including overseeing the quality of materials and staff training. Remote learning is led by or overseen by a member of the senior leadership team.
	
	● A remote learning policy is securely in place. An agreed approach has been communicated by leaders and is understood by all relevant staff.
	
	● School leaders have fully considered the implications for teacher workload in adopting their approach. They are pro-active in arranging support and training for staff where it is needed.
	
	● Leaders and teachers are fully aware of the safeguarding issues and good practice in relation to remote learning. They have adopted appropriate policies and approaches.
	
	● School leaders have adopted a thoughtful and considered view about what 'good quality' remote learning looks like in their school. They are able to explain:
	
	   - When online learning is appropriate and when it is not (including for different year groups)
	
	   - When recorded lessons, live lessons or other media might be most appropriate
	
	   - How staff will interact with pupils to maintain a positive relationship and enthusiasm for learning
	
	   - How pupils will receive feedback about their work and the consistent approach to feedback across the school
	
	   - How remote learning is monitored and quality assured by leaders
	
	● Whilst practice in this regard might be at the early stages, it is clear that these issues have been given consideration when planning for remote learning.
	
	● The school has reliable information about families' access to technology and uses this to plan appropriate remote learning.
	
	● When pupils are learning at home, they are usually learning the same curriculum content that they would have been taught in school insofar as reasonably practicable.
	
	● Parents are provided with useful resources and materials to help them to understand the schools approach to remote learning

Workflow and Communication

- Staff are competent in the use of a digital education platform. Any staff who need it have received core training in the use of Office Education 365 / the school's digital education platform.

- The school has a clear approach to timetabling learning for those pupils who are learning from home.

- The school has a well-considered approach to providing remote learning through non-IT means for younger pupils and for those without access to technology. Consideration is given to SEND pupils. It is recognised that there may be variabilities in the success of this approach.

Materials and Resources for Learning

- Leaders and Teachers are aware of the range of resources readily available to use to support online learning, including phonics videos and resources from Oaks National Academy.

- Teachers use resources selectively, based on their relevance and how well they support the intended learning from the curriculum.

Pedagogy and Relationships

- Teachers regularly model the use of remote learning materials, resources and approaches during lessons in school so that pupils will be confident about accessing and using them at home.

- Teachers know how to communicate with pupils and provide both encouragement and feedback about their learning, including through the digital education platform.

Technology and Infrastructure

- All pupils have an email address that enables them to effectively use the school's digital education platform / Office 365.

- Pupils have log-in details for any educational programmes and platforms that they will need to access online learning

- The school accesses effective and reliable technical support from their chosen provider.

- The school has reliable broadband.

- The school has been on-boarded, or they are aware of the date when on boarding is due to take place.

- The IT equipment at the school is working to a basic standard to enables them to provide online learning.

- Teachers have access to appropriate technology to provide remote learning.

Leadership

- Secure leadership is in place for remote learning. The remote learning leader is confident in the principles and expectations that underpin the school's approach.

- The remote learning leader and other key leaders in the school (such as phase leaders) are confident in the use of the schools digital platform. They can offer guidance and support for other staff.

- School leaders have fully considered the implications for teacher workload and they are regularly reviewing practice to ensure expectations are manageable. An effective programme of training and support is in place.

- Leaders and teachers are confident that current practice reflects the schools safeguarding policies, including any guidance pertaining to remote learning.

- School leaders have developed a systematic approach to checking the quality of remote learning and offering staff guidance, feedback and support to improve their confidence and practice.

- The school uses its information about families' access to technology and other resources to deliver remote learning in a form that is accessible to all pupils (insofar as practicably possible).

- Leaders routinely monitor which pupils are accessing and engaging in remote learning and intervene swiftly where pupils are not learning at home.

- When pupils are learning at home, they are learning the same curriculum content that they would have been taught in school, with exceptions only where this is not practically possible.

- The school is developing a clear and pro-active approach to engaging parents so that they can support their children to learn at home.

Workflow and Communication

- Staff are confident in the basic use of a digital education platform. They are growing in confidence in the use of additional programmes and applications to support learning (such as Microsoft Sway or other programmes used by the school).

- The school has a well-considered approach to providing remote learning through non-IT means for younger pupils and for those without access to technology. Where there are challenges, leaders are clear how they are working to overcome them.

- The school has given careful consideration about how to best meet the needs of younger pupils and those without access to technology when they are learning remotely. Leaders are pro-active in exploring approaches and continually developing their practice in this regard.

Materials and Resources for Learning

- Teachers use an increasing range of resources effectively, based on their relevance and how well they support the intended learning from the school's curriculum.

- Materials are carefully chosen to meet the needs of SEND pupils, so that they are able to access the same remote curriculum as other pupils.

- Teachers are increasing their confidence in producing learning resources, through means that do not create excessive workload, that help to enhance and personalise pupils' learning experiences (for example, through the use of Microsoft Sway).

Pedagogy and Relationships

- There are increasingly examples of strong practice within the school. This provides a model for others. All teachers are given the support and feedback they need to improve their own practice to match that of the best.

- Teachers skilfully model the use of remote learning materials, resources and approaches during lessons in school so that pupils will be confident about accessing and using them at home. This is integrated seamlessly into regular classroom practice.

- Teachers regularly communicate with pupils and provide both encouragement and feedback about their learning, including through the digital education platform.

- There is a consistent approach across the school to providing pupils with feedback to help them with their learning. Teachers check pupils work to ensure that they respond and act on feedback.

- Teachers have an understanding of the strengths and weaknesses of different types of remote learning, including live or recorded lessons, interactive activities, and whether online or other types of learning might be the best approach. They follow school policies and make considered decisions about their approach in this regard.

- Teachers have given careful consideration about ways in which they might sustain positive and nurturing relationships with pupils whilst they learn at home. They are pro-active in developing their approaches to this, particularly for vulnerable pupils.

Phase 3: Effective pedagogy, including digital confidence

At phase 3, it is assumed that solid foundations are in place and the indicators for phase 2 are generally met. Within phase 3, schools are confidently delivering remote learning. There may still be some areas for improvement, but arrangements are robust overall and leaders are clear what they need to work on next.

Within this phase, schools might also be beginning to innovate their practice and/or routinely share strong practice with other schools. Indicators of this could include:

- The school has excellent practice in monitoring the uptake of remote learning and using this information to target pupils and families who are not benefiting regularly.

- The school has excellent strategies to engage and support parents to support their children with remote learning. Parents express a high level of confidence in the school's approach.

- The school has very well developed and fully embedded approaches to evaluating pupils work, providing feedback and ensuring pupils respond to feedback. This approach does not provide unreasonable burdens on workload.

- Pedagogy developed through the school's approach to remote learning, including the use of technology, is readily applied to improve other aspects of teaching and learning.

Developing practice and innovation over time will be an important aspect of collaboration within clusters as schools become increasingly confident to innovate and share their practice with others. The indicators within phase 3 will evolve over time to reflect this developing practice.

Practical Considerations at Cluster and School Level

This strategy is intended to ensure a common language across the Trust about what constitutes effective remote learning. It also provides a framework within which we can have a consistent understanding of the fundamental principles and actions that need to be taken to ensure remote learning is effective.

The content of this strategy also provides a pathway for training, development and support for our schools, as well as for collaboration and sharing effective practice.

Working within the context of Trust expectations, our schools are free to adopt the curriculum and pedagogy that works for their pupils and community. This remains the case with approaches to providing remote learning, whereby schools can continue to work within any existing successful systems for supporting pupils' learning. As with other aspects of school improvement, DDoEs will continue to be instrumental in providing support and challenge to schools through existing Trust processes.

Digital Education Platforms

Office 365 Education is one of the two main digital education platforms promoted nationally by the DFE (with the other being G-Suite Education). Both platforms are very widely used and they provide the same basic functionality.

Whilst schools may use any online platform or software application they wish to support remote learning, there are also practical considerations in relation to this because the Trust infrastructure is based around Microsoft software.

All Trust schools already have Office 365 Education set up and ready to use as well as a range

of associated software. Office 365 Education is also the digital education platform that the vast majority of schools have already started using. The expertise within the Trust, including within the IT Team, is also based around Microsoft products. It is for this reason that the vast majority of training, support and development on offer within the Trust will be based around Office 365 Education and Microsoft Teams, rather than alternative platforms that might be available.

Support for Schools, including training and CPD

Central Training (Online Learning)

Central training will be available in the use of Microsoft Education 365 as a Digital Education Platform, including Microsoft Teams. This will be delivered by Phoenix, a DFE approved training provider who will use trained classroom practitioners to deliver the training. Schools can access whatever aspects of the available training that they believe are appropriate for them to develop their remote learning offer.

This training will be available through a number of 'live' Teams sessions, particularly recommended for school leaders (including Remote Learning Leads), where there will be the opportunity for Q and A. There will be a maximum of 20 participants for the live sessions to ensure they are manageable. School staff will be able to sign up for this training through REAchTeach.
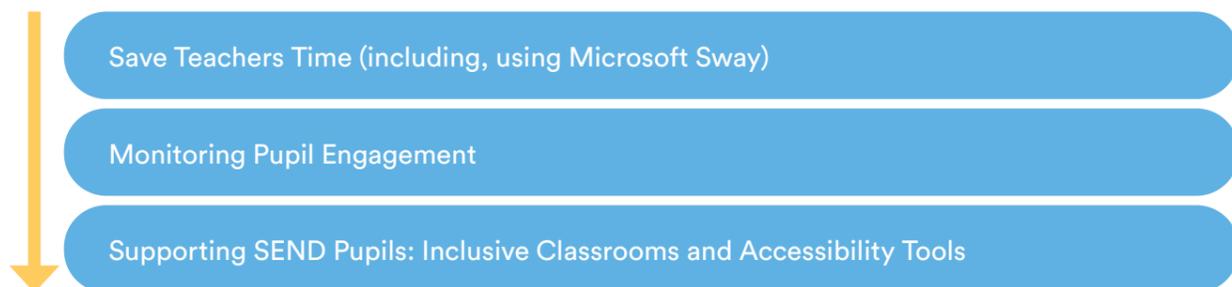
There will also be recorded sessions available for schools to access to train staff at any time that is convenient to them. This also allows schools the flexibility to access those aspects of the training most relevant to them. These will be made available on REAchIn.

The training sessions have been ordered to offer schools a potential 'road map' that they may wish to follow to build their confidence and skills. However, this is advisory only, it is entirely up to schools to choose how and when they choose to access any of these sessions based on their current needs.

Core Training

Microsoft Teams for Teaching & Learning (Basic/Intermediate/Advanced)

Next Steps Training

Save Teachers Time (including, using Microsoft Sway)

Monitoring Pupil Engagement

Supporting SEND Pupils: Inclusive Classrooms and Accessibility Tools

Enhanced Training

Mental Wellbeing in your School

Top 10 Tips for Teachers

Further information about the content of these sessions can be found in the training booklet: "Remote Learning – Central Training Packages"

Core Training: Microsoft Teams for Teaching and Learning

This is intended to give leaders and teachers the confidence to use Microsoft Teams as the main platform for setting work, communicating with pupils and giving them feedback.

Three levels for core training are available so that schools can access the training that best suits their starting point: Basic, Intermediate, or Advanced. Each session is approximately 90 minutes in length.

There is no requirement that schools work through every aspect of each session. They can access whatever they believe is appropriate for them to support their own development.

Basic	Intermediate	Advanced
• Introduction to Teams in Education • Scheduling a remote class • Virtual classroom etiquette • Communication and Collaboration • Creating a virtual class • Integrating other applications in teams	• Managing students in your virtual class • Managing a virtual class • Assignments and homework • Accessibility in Teams	• Utilizing Class Notebook • Present using Whiteboard in Teams • Present using Sway

Next Steps Training Offer: Microsoft Education 365 Applications

The 'next steps' training modules have been identified to cover those areas that could potentially be most useful for teachers when delivering remote learning.   These training sessions will also be delivered through a mix of live sessions and recorded sessions, so schools can access them whenever they need to do so.

- Save Teachers Time (including using Microsoft Sway to create lessons)
- Monitoring Pupil Engagement
- Supporting SEND Pupils: Inclusive Classrooms and Accessibility Tools

Enhanced Training Offer: Microsoft Education 365 Applications

There will also be a number of enhanced training sessions, focusing on different aspects of Office 365 Education, for those schools and practitioners who are ready to develop their skills further. In the first instance, these sessions will be:

- Top 10 Tips for Educators (Microsoft Teams)

- Mental Wellbeing in your School (My Analytics)

Additional sessions may be added over time based on feedback from schools.

Bespoke School-Based Training

In addition to the 'live' sessions in December, January and February (particularly recommended for remote learning leads), as well as recorded sessions being available for schools to use at any time, there is also the opportunity for schools to have one bespoke session delivered directly to them.

This means that schools will be able to choose any one of the options from the training sessions noted above and arrange for it to be delivered by a consultant directly to their school. This will be available throughout the spring and summer term.

Additional Training and Support

DDoE Support and Cluster Collaboration

There will be much good practice already existing in our schools for us to learn from and support each other. Collaboration within clusters, along with the 'learning and development workshops' (below), is the main means through which we can benefit from this.

The school improvement model for the Trust is based on collaboration and development of practice within Clusters, led and supported by the DDoE. This ensures support is provided responsively to the needs of schools within clusters; and avoids a bottleneck that could otherwise occur if schools were only dependent on centralised support within a large Trust.

This approach is particularly important for the development of effective remote learning. It presents an important opportunity for Heads to work collaboratively within their own clusters, to share and learn from very best practices as a means to making improvements within their own school.

Through Cluster Leadership Forums and any other cluster-led arrangements, DDoEs will be supporting schools in this regard to develop their approach to remote learning.

Learning and Development Workshops

Remote learning represents a very new and often uncertain educational landscape for many schools. A number of challenges that schools are facing do not have a straightforward resolution. For example:

- How to manage individuals or small groups of pupils who are at home for covid-related reasons but who are not part of a bubble.
- Providing remote learning for younger pupils, the practicalities of pedagogy where online learning is not always appropriate
- Effectively engaging parents to support pupils with learning remotely

The immediate form of support for schools in relation to tackling these issues is by working together within clusters, supported by the DDoE, to problem-solve, share ideas and develop approaches that work for them.

In addition, there will be a number of cross-cluster 'learning and development workshops' to provide

opportunities for leaders to share experiences and develop ideas about how they might practically tackle these challenges. As we increasingly gather information about the most effective practices across the Trust, this can then be used to provide additional guidance and support for schools.

Guidance, Resources and Learning Materials

We have produced a range of guidance, materials and resources to support schools with online education. This includes practical support, such as guidance for parents and pupils on accessing Teams at home for remote learning. It also includes materials to support learning, including phonics videos and guidance on how to make best use of other curriculum materials. In addition, a number of useful online training bite-size video clips to support schools to develop their confidence in the use of Microsoft Teams to support remote education.

A list of guidance materials and resources can be found in Appendix 3, though this will be added to and increased over time. These resources can be found HERE in the remote learning section on REAchin.

Phase 1 Training and Support: Detailed Overview

Careful consideration has been particularly given to those schools working within Phase 1 and still in the early stages of developing their approach to remote learning. This is to ensure that, at the earliest possible opportunity, schools know how to access support and receive the support that they need to become confident in their practice.

A 'Remote Learning Baseline Checklist' has also been created to support schools to identify strengths and areas in which they might need support within Phase 1. This can be found in Appendix 2.

Phase 1: Indicators	Phase 1: Trust Support
Leadership	
An appropriate leader has been made responsible for remote learning, including overseeing the quality of materials, staff training. Remote learning is led by or overseen by a member of the senior leadership team.	DDoE support and cluster collaboration. Regular communications and updates sent to schools, including national developments and available resources. Learning and Development Meetings.
A remote learning policy is securely in place. An agreed approach has been communicated by leaders and is understood by all relevant staff.	DDoE support and Cluster collaboration. Trust model policy

School leaders have fully considered the implications for teacher workload in adopting their approach. They are pro-active in arranging support and training for staff where it is needed.	DDoE support and cluster collaboration. Learning and Development Meetings. Core and Enhanced Training Options
Leaders and teachers are fully aware of the safeguarding issues and good practice in relation to remote learning. They have adopted appropriate policies and approaches.	Trust model policy, guidance and procedures. DDoE and Safeguarding Lead support.
School leaders have adopted a thoughtful and considered view about what 'good quality' remote learning looks like in their school. Whilst practice in this regard might be at the early stages, it is clear that these issues have been considered when planning for remote learning.	DDoE support and cluster collaboration, including sharing of best practice within the cluster. DDoE support using Phase 1 indicators to plan next steps. Learning and Development meetings, including discussion and joint problem-solving on tackling challenging issues.
When pupils are learning at home, they are usually learning the same curriculum content that they would have been taught in school insofar as reasonably practicable.	DDoE support and cluster collaboration. Learning and Development Meetings.
The school has reliable information about families' access to technology and uses this to plan appropriate remote learning.	DDoE support and cluster collaboration. Trust Template Questionnaire.

Workflow and Communication

Staff are competent in the use of a digital education platform. Any staff who need it have received core training in the use of Office Education 365 / the school's digital education platform.	Core Training: Microsoft Teams for Teaching and Learning (live and recorded sessions). Enhanced training options available in other Office 365 Education Applications, including Sway (see full training brochure for details). Microsoft Teams – Training and Guidance Pack. Range of support materials and videos on how to use key features of Teams – available on REAchIn.
The school has a clear approach to timetabling learning for those pupils who are learning from home.	DDoE support and cluster collaboration. Trust resources, including example timetable.
The school has a well-considered approach to providing remote learning through non-IT means for younger pupils and for those without access to technology. Consideration is given to SEND pupils. It is recognised that there may be variabilities in the success of this approach.	DDoE and ASL support, including Cluster Collaboration. Learning and Development Meetings.

Materials and Resources for Learning

Leaders and Teachers are aware of the range of resources readily available to use to support online learning, including phonics videos and resources from Oaks National Academy.	DDoE support and cluster collaboration. Guidance on how to use Oaks National Academy. Guidance and bespoke training on Microsoft Sway. Phonics Videos, including guidance documents.
Teachers use resources selectively, based on their relevance and how well they support the intended learning from the curriculum.	DDoE and ASL support. Cluster and School collaboration (possible opportunities for schools following same curriculum to work together). Training and support for Microsoft Sway

Pedagogy and Relationships

Teachers regularly model the use of home learning materials, resources and approaches during lessons in school so that pupils will be confident about accessing and using them at home	DDoE support and cluster collaboration.
Teachers know how to communicate with pupils and provide both encouragement and feedback about their learning, including through the digital education platform.	DDoE support and cluster collaboration. Core Training: Using Microsoft Teams for Teaching and Learning (live and recorded sessions).

Technology and Infrastructure

All pupils have an email address that enables them to effectively use the school's digital education platform / Office 365.	Support from Head of IT and IT Team. Those schools who have concerns about their capacity to deliver the online aspects of remote learning will receive responsive support from the IT team in relation to the key indicators that have been identified as pre-requisites. Extended support meetings available on request (to go through issues the 'technology and infrastructure' indicators to ensure school is secure). Drop-in sessions from IT Team and Cluster Technicians to provide regular access to support.
Pupils have log-in details for any educational programmes and platforms that they will need to access online learning.	
The school has IT equipment that is broadly reliable and allows them to deliver online learning	
The school accesses effective and reliable technical support from their chosen provider	
The school has reliable broadband	
The school has been on-boarded, or they are aware of the date when on boarding is due to take place.	
Teachers have access to appropriate technology to provide remote learning	

Implementation and Oversight

This table provides a high-level summary of the expectations at different levels and for different roles within the Trust to ensure the effective implementation and oversight of the Remote Learning

Executive and Leadership

Schools	- Develop an effective policy and approach for delivering remote learning that is practical and considers teacher workload. - Ensure roles and responsibilities for delivering remote learning are clear within the school. - Pro-actively access training and support to ensure staff become confident in their use of the tools to support the delivery of remote learning. - Monitor the effectiveness of remote learning as the basis for continually improving practice. - Provide a termly update for Local Governing Bodies on the implementation and impact of the school's approach to remote learning.
Deputy Directors of Education	- Provide support for school leaders to develop their approach to remote learning. Ensure that schools are aware of and are accessing available training and support. - Carry out ongoing work with schools to develop and share best practice, including facilitating collaboration within the cluster. Identify and support where common themes could lead to joint working between schools. - Quality assure and agree the school's approach to remote learning, with reference to the Trust Remote Learning strategy, including ensuring statutory requirements are met (or where they are not, actions are being taken to work towards meeting them). - Hold schools to account for the effective implementation and monitoring of their approach to remote learning, including carrying out joint monitoring activities, where needed. - Evaluate the effectiveness of schools' approach to remote learning. Provide support for schools where evidence shows limited impact and additional help may be needed. - Provide updates at least termly, or as needed, to the Senior Education Team about the implementation of Remote Learning within the Cluster.
Directors of Education	Support and hold DDoEs to account for the effective implementation and impact of the strategy within each cluster.

Director of Excellence and Standards	- Provide oversight and scrutiny of the implementation and impact of the Remote Learning Strategy. - As part of routine school review, for those schools due to be inspected, to evaluate the school's approach to remote learning. - Carry out sampling activities to gather additional evidence with a selection of schools each term. - Where required, further review and evaluation activity may be carried out. - Synthesise and evaluate available evidence, to assess the effectiveness and impact of the overall Trust strategy. - Ensure the Education Team remains abreast of the latest guidance and national policy (including OFSTED). - Continually develop the strategy in the light of both national developments and evidence about the current performance of Trust schools (including from Learning and Development Sessions).
Senior Education Team	Be accountable for the overall effectiveness and impact of the Trust's Remote Learning strategy.
Executives	- Hold the Senior Education Team and other service areas to account for the effective delivery of the strategy through effective scrutiny and challenge. - Report to Trustees.

Governance

Local Governing Bodies	- Ensure that statutory duties, relevant to the remote learning, are carried out in school - Hold leaders to account for the quality and impact of the remote learning in the school
Cluster Boards	- Ensure that statutory duties, relevant to remote learning, are carried out across the cluster - Hold DDoE to account for the quality and impact of remote learning, including the support provided for schools, across the cluster
Trustees	- Ensure that statutory duties, relevant to the remote learning, are carried out across the Trust. - Hold Executives to account for the impact of the remote learning strategy across the whole Trust

Key Milestones for Support, Monitoring and Accountability

	Autumn Term	Spring Term	Summer Term
School	• Use current information about strengths and weaknesses to identify and access appropriate support and training. • Review of impact of approach with DDoE (as part of routine school improvement meetings). • Make amendments to approach as needed. • Provide updates to LGB	• Ensure current information about strengths and weaknesses is matched to appropriate support and training. • Ensure an approach to monitoring the quality of remote learning is in place. • Review of impact of approach with DDoE (as part of routine school improvement meetings). • Make amendments to approach as needed. • Provide updates to LGB	• Ensure current information about strengths and weaknesses is matched to appropriate support and training. • Ensure an approach to monitoring the quality of remote learning is in place. • Review of impact of approach with DDoE (as part of routine school improvement meetings). • Make amendments to approach as needed; and ensure any areas for further development feed into SDP for following year. • Consider wider lessons learned about the use of technology /online learning that can be applied to the schools approach to teaching. • Provide updates to LGB
Deputy Director of Education	• Review of the approach to remote learning with each school, including strengths and areas for development (as part of routine school improvement meetings). • Help schools to understand the training and support on offer and ensure they have a clear plan to access it. • Support school leaders to take appropriate actions to address any areas for development. • Report to DoE's, DoES and Cluster Board, as needed.	• Review progress, with reference to the key indicators for Remote Learning. • Review of impact of approach to remote learning with each school (as part of routine school improvement meetings). • Provide or broker urgent additional support for any schools at risk of not meeting most indicators within phase 1 by the end of term. • Report to DoE's, DoES and Cluster Board, as needed.	• Review progress, with reference to the key indicators for Remote Learning. • Review of impact of approach to remote learning with each school, including use of funding (as part of routine school improvement meetings). • Consider wider lessons learned about the use of technology/ online learning that can be applied to the schools approach to teaching. • Report to DoE's, DoES and Cluster Board, as needed.
Senior Education Team	• Oversight of the strategy. • Report to Executive/Trustees, as required.	• Oversight and evaluation of strategy. • Report to Executive/ Trustees, as required.	• Initial review of impact of across the Trust. • Review lessons learned and implications for future practice. • Report to Execs and Trustees
Director of Excellence and Standards (External Monitoring)	• Ensure SET and DDoEs have a clear understanding of the national context and Trust Strategy • Oversight over the launch of the strategy • Synthesise evidence, including through feedback from DDoEs, and further develop strategy as needed.	• Ensure SET and DDoEs have a clear understanding of the national context and Trust Strategy • Support DDoEs to broker additional training for any critical schools. • Synthesise evidence, including through feedback from DDoEs, and further develop strategy as needed.	• Ensure SET and DDoEs have a clear understanding of the national context and Trust Strategy • Support DDoEs to broker additional training for any critical schools. • Synthesise evidence, including through feedback from DDoEs, and further develop strategy as needed.

APPENDIX 1: NATIONAL EXPECTATIONS FOR REMOTE EDUCATION (PUBLISHED BY THE DFE)

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, the DFE expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, schools are expected to:

- 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

- give access to high quality remote education resources

- 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

- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

- 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

When teaching pupils remotely, schools are expected to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects

- 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

- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos

- 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

- 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

- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

The DFE states that schools should consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. Schools are expected to avoid an over-reliance on long-term projects or internet research activities.

APPENDIX 2: REMOTE LEARNING BASELINE CHECKLIST

Remote Learning Baseline Checklist

Phase 1: Building Confidence - Principles, Tools and Knowledge

This tool has been created to support schools to give due consideration to the key issues that will help them to ensure effective remote learning. It can be used to help schools to consider what their next steps might need to be to develop remote learning, including any training or support that might be provided by the DDoE and the Trust. It has been written to reflect the expectations of the DFE, whilst also being mindful of NEU guidance.

Leadership	
An appropriate leader has been made responsible for remote learning, including overseeing the quality of materials & staff training. Remote learning is led by or overseen by a member of the senior leadership team.	
A remote learning policy is securely in place. An agreed approach has been communicated by leaders and is understood by all relevant staff.	
School leaders have fully considered the implications for teacher workload in adopting their approach. They are pro-active in arranging support and training for staff where it is needed.	
Leaders and teachers are fully aware of the safeguarding issues and good practice in relation to remote learning. They have adopted appropriate policies and approaches.	
School leaders have adopted a thoughtful and considered view about what 'good quality' remote learning looks like in their school. Whilst practice in this regard might be at the early stages, it is clear that these issues have been considered when planning for remote learning.	
When pupils are learning at home, they are usually learning the same curriculum content that they would have been taught in school insofar as reasonably practicable.	
The school has reliable information about families' access to technology and uses this to plan appropriate remote learning.	

Workflow and Communication	
Staff are competent in the use of a digital education platform. Any staff who need it have received core training in the use of Office Education 365 / the school's digital education platform.	
The school has a clear approach to timetabling learning for those pupils who are learning from home.	
The school has a well-considered approach to providing remote learning through non-IT means for younger pupils and for those without access to technology. Consideration is given to SEND pupils. It is recognised that there may be variabilities in the success of this approach.	

Materials and Resources for Learning	
Leaders and Teachers are aware of the range of resources readily available to use to support online learning, including phonics videos and resources from Oaks National Academy.	
Teachers use resources selectively, based on their relevance and how well they support the intended learning from the curriculum.	

Pedagogy and Relationships	
Teachers regularly model the use of home learning materials, resources and approaches during lessons in school so that pupils will be confident about accessing and using them at home	
Teachers know how to communicate with pupils and provide both encouragement and feedback about their learning, including through the digital education platform.	

Technology and Infrastructure	
All pupils have an email address that enables them to effectively use the schools digital education platform / Office 365.	
Pupils have log-in details for any educational programmes and platforms that they will need to access online learning.	
The school has IT equipment that is broadly reliable and allows them to deliver online learning	
The school accesses effective and reliable technical support from their chosen provider	
The school has reliable broadband	
The school has been on-boarded, or they are aware of the date when on boarding is due to take place.	
Teachers have access to appropriate technology to provide remote learning	

A word version of this document and an 'action plan' template is available on the 'Remote Learning' section of REAchin for any schools that wish to use it.

APPENDIX 3: ADDITIONAL SUPPORT AND RESOURCES

A wide range of additional resources is available for schools to access in the 'Remote Learning' section of REAchin. This is being constantly updated, so the information below is indicative only and additional resources will become available over time.

Documents and Templates

Guidance and Support Documents: Remote Learning (General)

- Trust Model Template Policy
- Comparison – G-Suite Education and Office 365 Education
- Digital Education Platforms – Myth-buster
- 1-pager for Parents – Remote Education
- For Pupils – Child Friendly Remote Learning Information
- Remote Education – Good Practice Guide (Summary of information from DFE)

Guidance and Support Documents: Microsoft Teams and Office 365 Education

- Microsoft Teams – Training Pack and Guidance
- Parents and Pupil Instructions – Accessing Teams for Home Learning
- Teacher Instructions – Accessing Teams for Home Learning
- Guidance – Using Microsoft Sway

Guidance and Support Documents: Other Applications

- Parents and Pupil Instructions – Accessing Google Classroom for Home Learning
- Teacher Instructions – Accessing Google Classroom for Home Learning

Additional Curriculum Guidance and Support Documents

- Guidance – Oaks National Academy Curriculum Resources
- Guidance – How to Use Letters and Sounds Phonics Videos
- Information for Parents – Phonics Videos

Remote Learning and Safeguarding Guidance

- Information for Parents – Safeguarding Pupils While Remote Learning
- Information for Staff – Safeguarding Pupils While Remote Learning
- Remote Learning - Guidance on the Use of Personal Devices
- Remote Learning Home-School Agreement Exemplar

Video and Online Resources

Videos for Parents

- Three short videos are available on REAchin that schools may wish to share with parents to help them to understand how to access and use aspects of Microsoft Teams at home:
    - Microsoft Teams Video 1: Accessing the General Feed
    - Microsoft Teams Video 2: Posting a Message on the Teams Feed Page
    - Microsoft Teams Video 3: Opening Files and Resources
- Phonics Videos – Letters and Sounds: Phases 3, 4 and 5
  These have been produced to support schools to teach phonics. These are available on REAchin for schools to download and add to their own platforms and online lessons, as required.
- A wide range of 'online lesson' videos are also available for a wide variety of subjects and topics from the Oaks National Academy website: https://www.thenational.academy/

Videos for School Staff

We have identified a wide range of short video clips to provide guidance on some of the key features of using Microsoft Teams. These are also on REAchin will be further added to over time.

How to sign into Teams - https://www.youtube.com/watch?v=qx8xHpRMFHU&list=PLiluTszfwwMKicAo6agloFALEB5WvYNYs&index=1

Changing your Background - https://www.youtube.com/watch?v=DPgE-ImUW1M&list=PLiluTszfwwMKicAo6agloFALEB5WvYNYs&index=23

Setting up Teams for Education - https://www.youtube.com/watch?v=v2DorZg9m20&list=PLiluTszfwwMKicAo6agloFALEB5WvYNYs&index=5

Delivering a Lesson on Teams - https://www.youtube.com/watch?v=MP39B412yzg&list=PLiluTszfwwMKicAo6agloFALEB5WvYNYs&index=11

Sharing your Screen on Teams - https://www.youtube.com/watch?v=VJV6g9RADU8&list=PLiluTszfwwMKicAo6agloFALEB5WvYNYs&index=16

Generating a Transcript for your Call - https://www.youtube.com/watch?v=KO7vuki02qk&list=PLiluTszfwwMKicAo6agloFALEB5WvYNYs&index=19

Class Discussions via Teams - https://www.youtube.com/watch?v=kagPJih_s3c&list=PLiluTszfwwMKicAo6agloFALEB5WvYNYs&index=22

How to End Meetings for Everyone - https://www.youtube.com/watch?v=ZFPezvYrBV0&list=PLiluTszfwwMKicAo6agloFALEB5WvYNYs&index=25

How to use the Immersive Reader - https://www.youtube.com/watch?v=GlRVT4jiS9g&list=PLiluTszfwwMKicAo6agloFALEB5WvYNYs&index=38

How to Manage Team Members - https://www.youtube.com/watch?v=IZDKEPAkfO8&list=PLiluTszfwwMKicAo6agloFALEB5WvYNYs&index=59

Using Teams and Channels - https://www.youtube.com/watch?v=q4Rl88Qga7o&list=PLiluTszfwwMKicAo6agloFALEB5WvYNYs&index=61

Live Captioning in Teams - https://www.youtube.com/watch?v=iNRfuzHW5vw&list=PLiluTszfwwMKicAo6agloFALEB5WvYNYs&index=89

How to Record a Teams Call - https://www.youtube.com/watch?v=HSo0z7zb3wU&list=PLiluTszfwwMKicAo6agloFALEB5WvYNYs&index=93

Branding a Team - https://www.youtube.com/watch?v=iejbJ01AXwI&list=PLiluTszfwwMKicAo6agloFALEB5WvYNYs&index=70

Organising Work on Teams - https://www.youtube.com/watch?v=knOp1wT84×8&list=PLiluTszfwwMKicAo6agloFALEB5WvYNYs&index=4

APPENDIX 4: OPTIONAL CENTRAL TRAINING DATES (LIVE TEAMS SESSIONS)

December 2020

Core Training: Microsoft Teams for Teaching and Learning

Training Session	Date	Time	Trainer
Microsoft Teams for Teaching and Learning (Basic)	7.12.20	16:00 – 17:30	David Brown
Microsoft Teams for Teaching and Learning (Intermediate)	8.12.20	16:00 – 17:30	Chris Dempsey
Microsoft Teams for Teaching and Learning (Basic)	9.12.20	16:00 – 17:30	Chris Dempsey
Microsoft Teams for Teaching and Learning (Basic)	10.12.20	16:00 – 17:30	Chris Dempsey
Microsoft Teams for Teaching and Learning (Intermediate)	14.12.20	16:00 – 17:30	David Brown
Microsoft Teams for Teaching and Learning (Advanced)	15.12.20	16:00 – 17:30	Chris Dempsey
Microsoft Teams for Teaching and Learning (Basic)	16.12.20	10:30 – 12:00	Kristy Hill
Microsoft Teams for Teaching and Learning (Intermediate)	16.12.20	16:00 – 17:30	Kristy Hill
Microsoft Teams for Teaching and Learning (Advanced)	17.12.20	16:00 – 17:30	Chris Dempsey

Next Steps Training

Training Session	Date	Time	Trainer
Monitoring Pupil Engagement	14.12.20	14:00 – 15:00	David Brown
Monitoring Pupil Engagement	15.12.20	14:00 - 15:00	Chris Dempsey
Save Teachers Time (including Microsoft Sway)	16.12.20	13:00 – 14:30	David Brown
Supporting SEND Pupils (Inclusive Classrooms and Accessibility Tools)	17.12.20	13:00 – 14:30	David Brown

January 2021

Core Training: Microsoft Teams for Teaching and Learning

Training Session	Date	Time	Trainer
Microsoft Teams for Teaching and Learning (Basic)	4.1.21	10:00 – 11:30	Chris Dempsey
Microsoft Teams for Teaching and Learning (Intermediate)	4.1.21	12:00 – 13:30	David Brown
Microsoft Teams for Teaching and Learning (Advanced)	4.1.21	14:30 – 16:00	David Brown
Microsoft Teams for Teaching and Learning (Basic)	6.1.21	16:00 – 17:30	Chris Dempsey
Microsoft Teams for Teaching and Learning (Intermediate)	11.1.21	16:00 – 17:30	Chris Dempsey

Microsoft Teams for Teaching and Learning (Advanced)	13.1.21	16:00 – 17:30	Kristy Hill
Microsoft Teams for Teaching and Learning (Basic)	20.1.21	16:00 – 17:30	Kristy Hill
Microsoft Teams for Teaching and Learning (Intermediate)	25.1.21	16:00 – 17:30	Chris Dempsey
Microsoft Teams for Teaching and Learning (Advanced)	27.1.21	16:00 – 17:30	Kristy Hill

Next Steps Training

Training Session	Date	Time	Trainer
Monitoring Pupil Engagement	4.1.21	16:00 – 17:00	David Brown
Monitoring Pupil Engagement	27.1.21	16:00 – 17:00	Chris Dempsey
Save Teachers Time (including Microsoft Sway)	4.1.21	16:00 – 17:30	Chris Dempsey
Save Teachers Time (including Microsoft Sway)	21.1.21	16:00 – 17:30	Chris Dempsey
Save Teachers Time (including Microsoft Sway)	28.1.21	16:00 – 17:30	Chris Dempsey
Supporting SEND Pupils (Inclusive Classrooms and Accessibility Tools)	4.1.21	13:00 – 14:30	Chris Dempsey
Supporting SEND Pupils (Inclusive Classrooms and Accessibility Tools)	13.1.21	12:00 – 13:30	Kristy Hill

Enhanced Training

Training Session	Date	Time	Trainer
Mental Wellbeing in Your School	6.1.21	16:00 – 17:00	David Brown
Mental Wellbeing in Your School	27.1.21	16:00 – 17:00	David Brown
Top 10 Tips for Educators	20.1.21	13:00 – 14:30	Kristy Hill
Top 10 Tips for Educators	26.1.21	16:00 – 17:30	David Brown

February 2021 onwards

There will be further training arranged for February 2021 and March 2021. The training schedule for these months will reflect feedback from schools and should be finalised by mid-January 2021.

"IF WE TEACH TODAY AS WE TAUGHT YESTERDAY, WE ROB OUR CHILDREN OF TOMORROW."

– JOHN DEWEY