Remote Learning Strategy

VERSION CONTROL SHEET

POLICY NAME: Remote Learning Strategy
Policy Prepared by: Sarah Sandey

Document date	Filename	Meeting submitted	Summary of changes required
September 2020		LBG	New Policy
March 2021		19.03.21 LGB	No changes

CONTENTS

This policy has been adapted from the government guidance on **'Restricting attendance during the national Lockdown: schools' (Jan 2021)**, has been aligned with our **'LAT remote learning Policy' (Jan 2021)** and has been quality assured against the government publication: **'Review your own remote education provision' framework**.

All staff are responsible for their own compliance with this policy and for ensuring that it is consistently applied. All staff should ensure that they take the time to read and understand it. Any breach of this policy should be reported to their immediate line manager or the Head teacher

1. Total Teaching | Remote Learning Strategy

At Mayflower, we aim to provide a robust remote learning package for pupils who may have to work away from the school site. The remote education provided will be equivalent in length to the core teaching pupils would receive in school and will include both pre-recorded and live lessons, as well as time for pupils to complete tasks and assignments independently.

Letter Join	Bug Club	Spelling Shed	TTRS	Live Teaching Session TEAMS	Pre-Recorded Teaching Sessions TEAMS
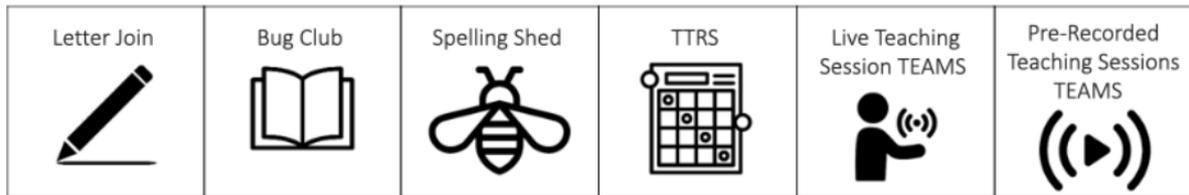
The amount of remote education provided for each Year group is:

- Year N: 1hr 50min
- Year R: 1hr 50min
- Year 1: 4hrs 20min
- Year 2: 4hrs 20min
- Year 3: 4hrs 20min
- Year 4: 4hrs 20min
- Year 5: 4hrs 50min
- Year 6: 4hrs 50min

(Advised: Key Stage 1: 3 hours a day on average across the cohort, with less for younger children and Key Stage 2: 4 hours a day)

Our remote provision is based on the same roadmap as our 'in school' provision, ensuring, as far as we can, that pupils learning remotely will not be at an academic disadvantage to those who are accessing 'in school' provision. Lessons are sequenced and planned through our MCA planning process, where each step carefully considers the progression of key knowledge and skills – quality assuring purpose and content to enable access for all.

We have chosen to deliver the remote provision via the digital platform of Microsoft TEAMS, as it provides interaction (both LIVE and pre-set), assessment and feedback opportunities. All staff have been trained and are now confident at using it alongside their 'in school' teaching – whether it is working from the school site or remotely from home. Systems have been set up to allow our teachers to remotely reflect (on a daily basis) on misconceptions and progress, as well as providing the opportunity to share their own technical questions or TOP TIPS.

We recognise that for some families there may be barriers to digital access. Therefore, we will:

- Communicate with all families within our Mayflower Community and identify those who are 'digitally' vulnerable.
- Seek funding opportunities and take advantage of government grant schemes available for digital access.
- Loan out school-owned digital technology along with appropriate usage agreements.
- Provide printed resources, such as textbooks, workbooks and timetables, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.

- Where necessary, some pupils may have difficulty in engaging with remote learning. These pupils will be identified swiftly and considered within the 'vulnerable' category, therefore entitling them to a place 'in school'.
- Implement a rigorous monitoring system – checking (on a daily basis) whether pupils are engaging with their remote timetable; attending live meetings; completing set assignments; accessing the 4 APPS. Where this is not the case, our Remote Learning Engagement Team will work with families to rapidly identify effective solutions (workshops, rehearsals, 1:1 support, coaching, scheduled reviews, etc)

The Head of School, Sarah Sandey, will have over-arching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education. Information about Remote Learning will be published on the school website by 25th January 2021.

Teachers and teaching assistants will be available Monday to Friday during their working hours. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Our movement into remote education will be a seamless transference from the pedagogy which already underpins our Teaching and Learning model at Mayflower (Total Teaching). It will continue to:

- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
- provide opportunities for interactivity, including questioning, eliciting and reflective discussion
- provide scaffolded practice and opportunities to apply new knowledge
- enable pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole-class feedback where appropriate
- use formative and summative assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- avoids an over-reliance on long-term projects or internet research activities

Teachers at Mayflower are expected to comply with the school's working conditions and are responsible for the quality of remote teaching and the provision the pupils receive (as stated in the LAT Remote Learning Policy). Staff will be expected to personalise learning, in order to ensure access for all and will be required to have a considered approach to feedback, which aligns with the school's agreed policy. Feedback should follow Mayflower's PERMS rationale but is not expected for every piece of work 'handed in'. Feedback should be carefully selected so that it is purposeful in either moving the pupils' learning forward and/or used as a tool for teacher assessment.

Teachers and teaching assistants will work together to cover the three essential roles needed to enable an effective teaching and learning environment, in accordance with Mayflower's 'Triad Teaching' model.
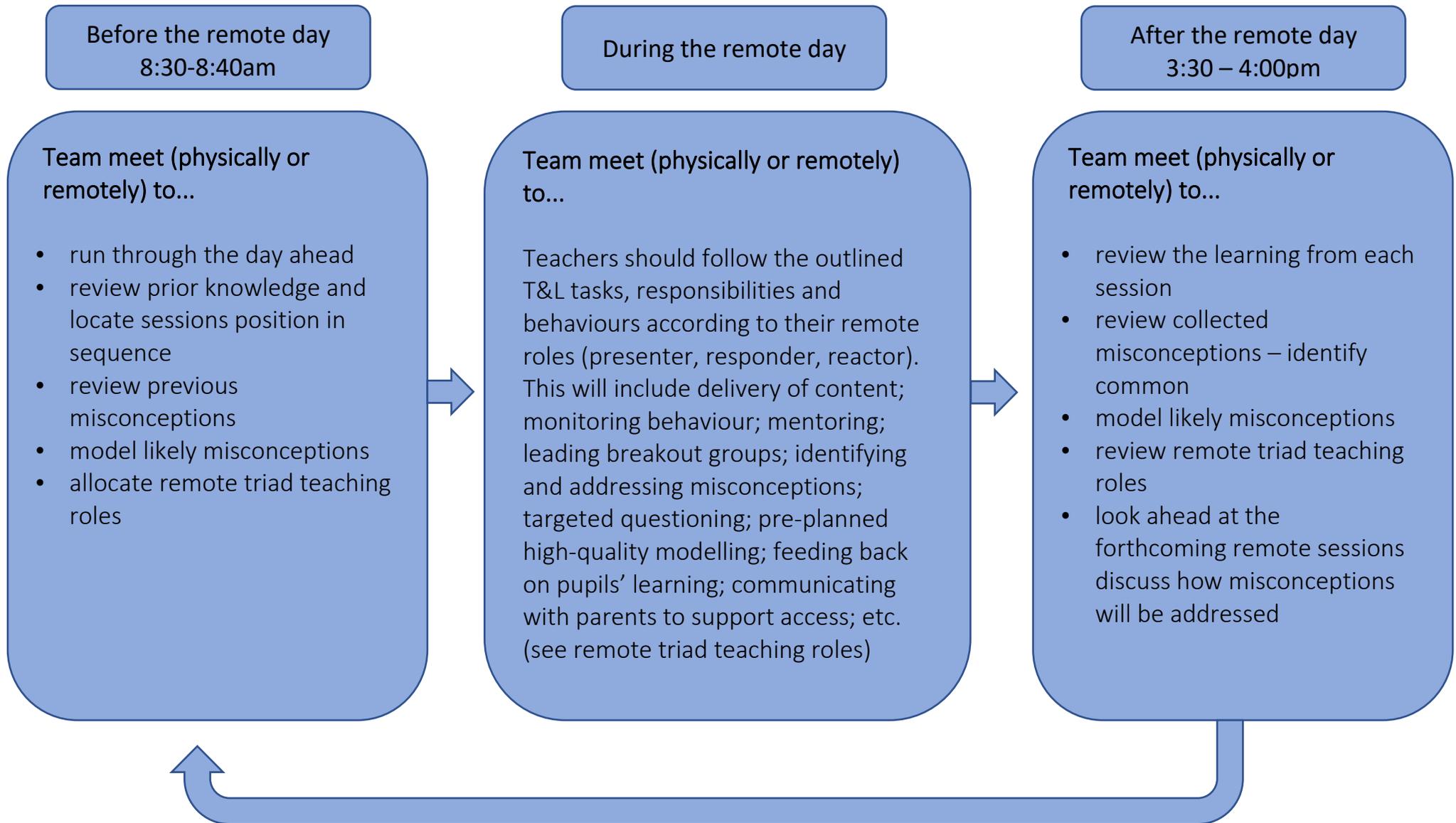
2. Targeting (Triad) Teaching | Working effectively in remote teams

With remote teaching becoming an essential part of the learning day, it is important that we reflect on how our 'in class' pedagogy can now transfer into the remote world. Triad Teaching will be a key tool in leading our teaching. Just as in the physical classroom, adults should be assigned Triad roles (regardless of the actual number of adults involved) - roles which will enable a rich and inclusive learning environment for all participants.
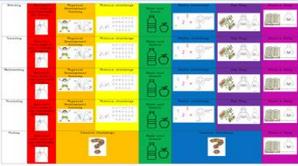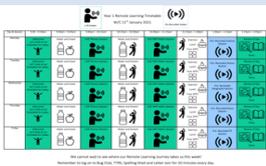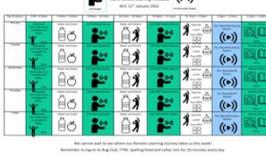
What might this look like?

PRESENTER	RESPONDER	REACTOR
Sequence learning according to MCA planning process and plan learning, key questions and resources.	Pre-read and digest the planning, annotate with targeted questioning and locate the session content within the planning sequence, linking it to prior learning.	Pre-read and digest the planning, annotate with probing questioning and locate the session content within the planning sequence, linking it to prior learning.
Identify key vulnerable pupils to target during/ after the session – set up a 'breakout group' channel if necessary.	Know your target pupils and prepare yourself with the probing questions you will be asking to ascertain understanding. Be prepared to lead a 'breakout group' and record the session.	
Create a weekly timetable of learning for your Year group which reflects that of 'in class' learning.	Know the timetable – when and where you are scheduled and what your role will be.	Know the timetable – when and where you are scheduled and what your role will be.
Schedule weekly 'meetings' for your TEAMS live sessions and create assignments for the week.	Access and explore the planned sessions, create models where needed, to aid the direction of your support.	Access and explore the planned sessions, create models where needed, to aid the direction of your support.
Ensure that tools for modelling (whiteboard, etc) and manipulatives are prepared and 'at hand'.	Ensure that tools for modelling (whiteboard, etc) and manipulatives are prepared and 'at hand'.	Ensure that tools for modelling (whiteboard, etc) and manipulatives are prepared and 'at hand'.
Control the operational aspects of TEAMS live sessions and manage online behaviour.	Monitor the 'chat' and 'hands up for questions and respond/ probe further where necessary with targeted pupils.	Monitor the 'chat' and 'hands up for questions and respond/ probe further. Involve the 'presenter' where necessary.
Navigate the session with delivery of content.	Identify misconceptions and interject where appropriate with questions, clarification and correction. Monitor pupils for engagement and re-engage where necessary.	Identify misconceptions and interject where appropriate with questions, clarification and correction. Monitor pupils for engagement and re-engage where necessary.
Identify misconceptions so that the reactor can collate.	Identify misconceptions so that the reactor can collate.	Collate common misconceptions and feedback to presenters so it may inform their assessment for learning loop.
		Download the **attendees list** (in the 'participants' pane – 3 dots at the top)
Check 'contact record sheet' has been completed with 4apps and TEAMS info for 4 APPS (on one drive shared by Penny)		Complete '**contact record sheet**' (on one drive shared by Penny)
	Begin contacting pupils who have not attended a session, exploring the reasons and support where possible. Add to '**contact record sheet'. Inform FSA where further challenge or support is required.**	Begin contacting pupils who have not attended a session, exploring the reasons and support where possible. Add to '**contact record sheet'. Inform FSA where further challenge or support is required.**
Provide feedback for pupils on their completed assignments (informed by MCAs PERMS approach)	Provide feedback for pupils on their completed assignments - where directed by the presenter (informed by MCAs PERMS approach).	Provide feedback for pupils on their completed assignments - where directed by the presenter (informed by MCAs PERMS approach).
Adapt next session based on identified misconceptions	Prepare resources, models and images to reteach key content. Plan methods of capturing, correcting and celebrating learning linked to identified pupils.	Digest planning, identify likely generic misconceptions and organise resources to support the process of capturing, correcting and celebrating learning.

3. Assessment for Learning Loop

Before the remote day
8:30-8:40am

Team meet (physically or remotely) to...

- run through the day ahead
- review prior knowledge and locate sessions position in sequence
- review previous misconceptions
- model likely misconceptions
- allocate remote triad teaching roles

During the remote day

Team meet (physically or remotely) to...

Teachers should follow the outlined T&L tasks, responsibilities and behaviours according to their remote roles (presenter, responder, reactor). This will include delivery of content; monitoring behaviour; mentoring; leading breakout groups; identifying and addressing misconceptions; targeted questioning; pre-planned high-quality modelling; feeding back on pupils' learning; communicating with parents to support access; etc. (see remote triad teaching roles)

After the remote day
3:30 – 4:00pm

Team meet (physically or remotely) to...

- review the learning from each session
- review collected misconceptions – identify common
- model likely misconceptions
- review remote triad teaching roles
- look ahead at the forthcoming remote sessions discuss how misconceptions will be addressed

Refine planning – Targeted intervention – CPD focus

4. 4C's | Communicating our class plan for a remote curriculum

Year Group and duration	Weekly Content	Covid Catch-up
Year N: 1hr 50min (daily)	5 x 20 min PRE-RECORDED PE sessions 4 x 30min PRE-RECORDED Phonics sessions 2 x 30min PRE-RECORDED Creative Play sessions 4 x 30min PRE- RECORDED Maths sessions There is also time allocated to 'Free Play' and 'Explore Outdoors'	- Cluster funding
Year R: 1hr 50min (daily)	5 x 20 min PRE-RECORDED PE sessions 4 x 30min PRE-RECORDED Phonic sessions 2 x 30min PRE-RECORDED Creative Play sessions 4 x 30min PRE- RECORDED Maths sessions There is also time allocated to 'Free Play' and 'Explore Outdoors'	
Year 1: 4hrs 20min (daily)	5 x 30 min LIVE PSHE sessions 5 x 30min LIVE Phonics sessions 5 x 45min LIVE Maths sessions (MEP) 5 x 45min PRE- RECORDED foundation sessions (Geography, History, Science, Music, PE, RE) 5 x 30 min PRE-RECORDED class reader sessions 5 x 80 min 4 APPS independent practise (SS, TTR, LJ, BC)	- HLTA (JA) intervention & extended day sessions focusing on Reading and recall (see separate timetable) - Maths specialist intervention & extended day sessions
Year 2: 4hrs 20min (daily)	5 x 30 min LIVE PSHE sessions 5 x 30min LIVE Writing sessions (introduced by Teaching of Reading) 5 x 45min LIVE Maths sessions (MEP) 5 x 45min PRE- RECORDED foundation sessions (History, Science, RE, Music, PE) 5 x 30 min PRE-RECORDED class reader sessions 5 x 80 min 4 APPS independent practise (SS, TTR, LJ, BC)	- HLTA (JA) intervention & extended day sessions focusing on Reading and recall (see separate timetable) - Maths specialist intervention & extended day sessions
Year 3: 4hrs 20min (daily)	5 x 15 min LIVE Oracy sessions (PSHE focus) 4 x 45min LIVE Writing sessions 1 x 45 min LIVE Teaching of Reading sessions 4 x 45min LIVE Maths sessions (MEP) 6 x 45min PRE- RECORDED foundation sessions (History, Science, RE, Music, French, PE) 5 x 30 min PRE-RECORDED class reader sessions 5 x 80 min 4 APPS independent practise (SS, TTR, LJ, BC)	- HLTA (MO'H) intervention & extended day sessions focusing on Reading and recall (see separate timetable) - Maths specialist intervention & extended day sessions
Year 4: 4hrs 20min (daily)	5 x 15 min LIVE Oracy sessions (PSHE focus) 4 x 45min LIVE Writing sessions 1 x 45 min LIVE Teaching of Reading sessions 4 x 45min LIVE Maths sessions (MEP) 6 x 45min PRE- RECORDED foundation sessions (History, Science, RE, Music, French, PE) 5 x 30 min PRE-RECORDED class reader sessions 5 x 80 min 4 APPS independent practise (SS, TTR, LJ, BC)	- HLTA (MO'H) intervention & extended day sessions focusing on Reading and recall (see separate timetable) - Maths specialist intervention & extended day sessions
Year 5: 4hrs 50min (daily)	5 x 30 min LIVE EMT (key skills focus) 3 x 45min LIVE Writing sessions 1 x 45 min LIVE Teaching of Reading sessions 4 x 45min LIVE Maths sessions (MEP 7 x 45min PRE- RECORDED foundation sessions (History, SPaG, Science, RE, Music, PSHE, PE) 5 x 30 min PRE-RECORDED class reader sessions 5 x 80 min 4 APPS independent practise (SS, TTR, LJ, BC)	- HLTA (IR) intervention & extended day sessions focusing on Reading and recall (see separate timetable) - Maths specialist intervention & extended day sessions
Year 6: 4hrs 50min (daily)	5 x 30 min LIVE EMT (key skills focus) 4 x 45min LIVE Writing sessions 1 x 45 min LIVE Teaching of Reading sessions 5 x 45min LIVE Maths sessions 5 x 45min PRE- RECORDED foundation sessions (Science, RE, Music, PSHE, PE) 5 x 30 min PRE-RECORDED class reader sessions 5 x 80 min 4 APPS independent practise (SS, TTR, LJ, BC)	- HLTA (IR) intervention & extended day sessions focusing on Reading and recall (see separate timetable) - Maths specialist intervention & extended day sessions

* Daily collective worship will be provided for all pupils

5. Delivering remote education safely

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online.
Support on delivering online remote education safely is available from:

- safe remote learning, published by SWGfL
- online safety and safeguarding, published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely
- safeguarding and remote education during coronavirus (COVID-19)
- annex C of keeping children safe in education

Teacher, Pupil, Parent or Carer remote usage agreement:

Teachers…	Pupils…	Parents and Carers…
…will work within the school's remote strategy to transfer the planned curriculum to a remote platform (MS TEAMS), following the agreed timetable that reflects government guidance and replicates a 'normal' school day	…will work to follow the school's remote timetable in accessing the online learning opportunities provided, ensuring they arrive at the LIVE sessions on time wherever possible	…will contact the school if there are barriers to their child accessing the remote learning
…will make regular contact with parents or carers through approved platforms (MS TEAMS, Arbor, Phone calls – ensuring their number is blocked)		…will attempt to engage with any contact made by teachers and ensure that their most up to date contact details are held with the school office
…will make regular contact with families considered as vulnerable, ensuring the schools role as a protective factor is upheld		…will engage with communications involving vulnerability and ensure that the school is aware of any change in circumstances
…will follow the school's plan for re-engaging pupils who are not accessing remote learning		
…will follow the school's system for communicating and addressing complaints		…will follow the school's policy for making complaints (as outlined on the school's website)
…will not engage with or reply to any pupils 1:1 on private newsfeeds or digital platforms	…will not contact teachers on private newsfeeds or private social media sites and will only make contact with parental consent or on the TEAMS chat	
… will ensure that there are at least 2 adults present in a LIVE TEAMS session, where there is not, all sessions will be recorded as a safeguarding measure	…will discuss the remote timetable with parents so that they may support and monitor the learning taking place	…will discuss the remote timetable with their child so that they may support and monitor the learning taking place
…will consider their professional conduct (including being appropriately dressed)	…will consider their TEAMS etiquette (including being appropriately dressed, ensuring educational use of the chat function, raising hand to unmute, etc)	…will discuss and monitor their child's TEAMS etiquette (including being appropriately dressed, ensuring educational use of the chat function, raising hand to unmute, etc)
…will ensure that they are situated in a suitable remote learning location (not a bedroom)	…will ensure that they are situated in a suitable remote learning location (not a bedroom)	…will ensure that they are situated in a suitable remote learning location (not a bedroom)
… will ensure that their virtual background is appropriate and free from noise or visual distraction. Teachers should use the 'background 'blur' to hide any content in the room	… will ensure that their virtual background is appropriate and free from noise or visual distraction. Teachers should use the 'background 'blur' to hide any content in the room	… will ensure that their virtual background is appropriate and free from noise or visual distraction. Teachers should use the 'background 'blur' to hide any content in the room
…will ensure that they follow the school's system for raising technical issues	…will ensure that they follow the school's system for raising technical issues	…will ensure that they follow the school's system for raising technical issues
…will record the attendance of all pupils		
…will use professional and appropriate language, including that of family members in the background	…will use appropriate language, including that of family members in the background	…will use appropriate language, including that of family members in the background
…will conduct themselves according to LAT 'Guidelines for remote digital meeting and lessons' (Appendix 5 – LAT Remote Learning Policy)		

6. Special educational needs

For pupils with SEND, their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. At Mayflower we will use our 6 Steps of Strategic Support to secure the special educational provision for these pupils.

We will work collaboratively with families, implementing reasonable adjustments, where necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Any pupil with an EHC Plan is entitled to a place (either within the mainstream or Support Centre, as identified in their plan). The SENDCo will communicate with the parents to decide on the most appropriate provision for their child and if they choose not to take up their allocated place within school, a personalised remote package will be set for them and will be monitored by the SENDCo and specialist staff.

In order to identify and support pupils with Special Educational Needs, Mayflower Community Academy has devised Six Steps of Strategic Support. Illustrated in the table below, are the stages of 'in school' provision for pupils with SEND, as well as the adaptations that will be made when implementing this in a remote setting.

7. Remote Steps of Strategic Support

Steps	Time/Type	Tools/Provision/Evidence	Lead	Report to
Step 1 (Universal Provision) Inclusive High-Quality Teaching				
1. Assessment of Need 2. Pre-Planned and embedded High Quality First Teaching 3. Personalisation through scaffolding	Daily by teacher and TA both in class and remote	1. Class based formative and summative assessment 2. Planning 3. Models and images on screen, manipulatives provided by school or from parental advice video on how to use household objects, pupils online work/online questions and queries.	Class Teacher	Phase Leader
Step 2 (Universal provision) Addressing Misconception				
1. Use of 5R's (Recognise, Record, Report, Review, Respond) to provide targeted intervention at source	Daily at source of misconception	1. Planning, pupils online work/online questions and queries, staff addressing misconception in lesson, use of breakout rooms online for specific pupils to address need/direct instruction given to pupils during or after lesson online.	Class Teacher	Phase Leader
Step 3 (Targeted Provision) Additional Intervention				
1. Assessment of need 2. Small Group/1:1 Intervention before, during or after school 3. Consultation with SENDCo 4. Referral to Outside Agency if required	Daily/Weekly TA/HLTA/ FSA/LAC TA/ SENDCo	1. Quick Checker/Data analysis 2. Carried out by HLTA online and TA in class if pupil is at school 3. PP/JH/CB to monitor Whole School Excel sheet with cause for concern 4. Referral forms	Class Teacher	SENDCo
Step 4 (Targeted Provision) Specialist Intervention Medium Term				
1. Small Group/1:1 intervention during or after school by Specialist Teacher 2. Consultation with SENDCo 3. Referral to Outside Agency 4. 1:1 support from Outside Agency	Daily/Weekly Specialist Teacher SENDCo Outside Agency	1. Daily groups online with Specialist Teacher 2. Monitoring of need through causes of concern raised online with SEN Team 3. Identified Staff to complete appropriate referral form online with online parental consent 4. Online/Face to Face support/therapy provided (under COVID Guidelines)	Class Teacher/ SENDCO	SENDCO
Step 5 (Specialist Provision) Specialist Intervention Long Term				
1. Small Group/1:1 intervention during or after school by Specialist Teacher 2. Focused Assessment/1:1 instruction from Outside Agency 3. Development of TAM/EHAT with Staff/Parents/Outside Agencies	Daily/Weekly/Ongoing Specialist Teacher SENDCo/FSA Outside Agency	1. Daily groups online with Specialist Teacher 2. Report written/Actions from Outside Agency implemented in class or remotely 3. TAM/EHAT carried out remotely by FSA/SENDCo/Outside Agencies	Class Teacher/ SENDCO/ FSA	SENDCO/ MALT
Step 6 (Specialist Provision) Highly Personalised Continuous Support				
1. Personalised Teaching Plan with targets in partnership with Outside Agencies 2. Application for/Implementation of Education, Health and Care Plan 3. Application for Specialist Provision	Daily/Ongoing Specialist Teacher SENDCo/TA/FSA/ Outside Agency	1. IEP to be implemented in school or adapted to appropriate remote support 2. EHCP application completed by SEN Team/Implementation of EHCP in school or appropriately adapted remotely 3. Annual Review carried out by SEN Team	SENDCO	MALT

The above table illustrates our Steps of Strategic Support and how we are adapting them during this time of COVID for both in school and remote working. The Steps, paperwork and responsibility of staff remains the same, however the recognition of need and delivery of interventions has now been adapted for remote purposes.

Steps 1 and 2 continue to be supported by staff both remotely and in school and staff are very quickly adapting to the use of TEAMS chat, assessing completed work and the use of breakout rooms to support with pupils understanding.

Step 3 includes our new HLTAs who have been employed as part of COVID Catch Up, who are following our pre planned strategy and are supporting targeted pupils during Live Lessons, but also in small groups and 1:1 with targeted interventions, after school.

Steps 4 and 5 include all intervention groups with specialist teachers, that are part of the school's daily timetable. These continue to take place remotely as a live lesson, with our next step being that of reintroducing their after-school interventions that were taking place before lockdown.

Steps 5 and 6 where a TAM/EHAT or Outside Agency are required will continue to take place. A whole school excel sheet has been devised for all communication and concerns regarding key pupils and our FSA, Jaycee Hughes and LAC TA Claire Briggs, (as well as Class Teachers) are working to make contact with our key families to monitor need and identify next steps. Outside Agencies continue to be called upon, although the service that they can now provide, may obviously look very different to before COVID and is happening almost exclusively remotely.

Step 6 where pupils have an EHCP will continue in school or via a personalised package of support for individual pupils. If a child requires an application for an EHCP or an Annual Review, this will still be actioned, although all meetings will now take place remotely.

8. Vulnerable children

Our Remote Learning Engagement Team will be set up to monitor and support pupils who have been identified as 'vulnerable'.

Categories of vulnerability:

Category	Examples of need
Academic	SEN support | EHCP
Economic	FSM | NEET
Social	CP | CIN | FIP | EHAT | LAC | SGO | CAO | care leaver | young carer | living in temporary accommodation | welfare concern
Health	Mental Health | Physical disability
Digital	No devices | Damaged devices | Shared devices | Poor or no internet

Where possible and appropriate, all vulnerable pupils will attend school, however if they remain at home, the Mayflower team will communicate and encourage these families to engage with our process of 'remote re-engagement', which will enable them to access remote education support, through phone contact, online workshops, personalised work packs or access to outside agencies.

If we have identified families that we have had no contact with, these pupils will be referred to our link EWO, Suzanne Hunter, who will work with our Safeguarding team to formulate a plan of contact.

Remote Learning Engagement Team:
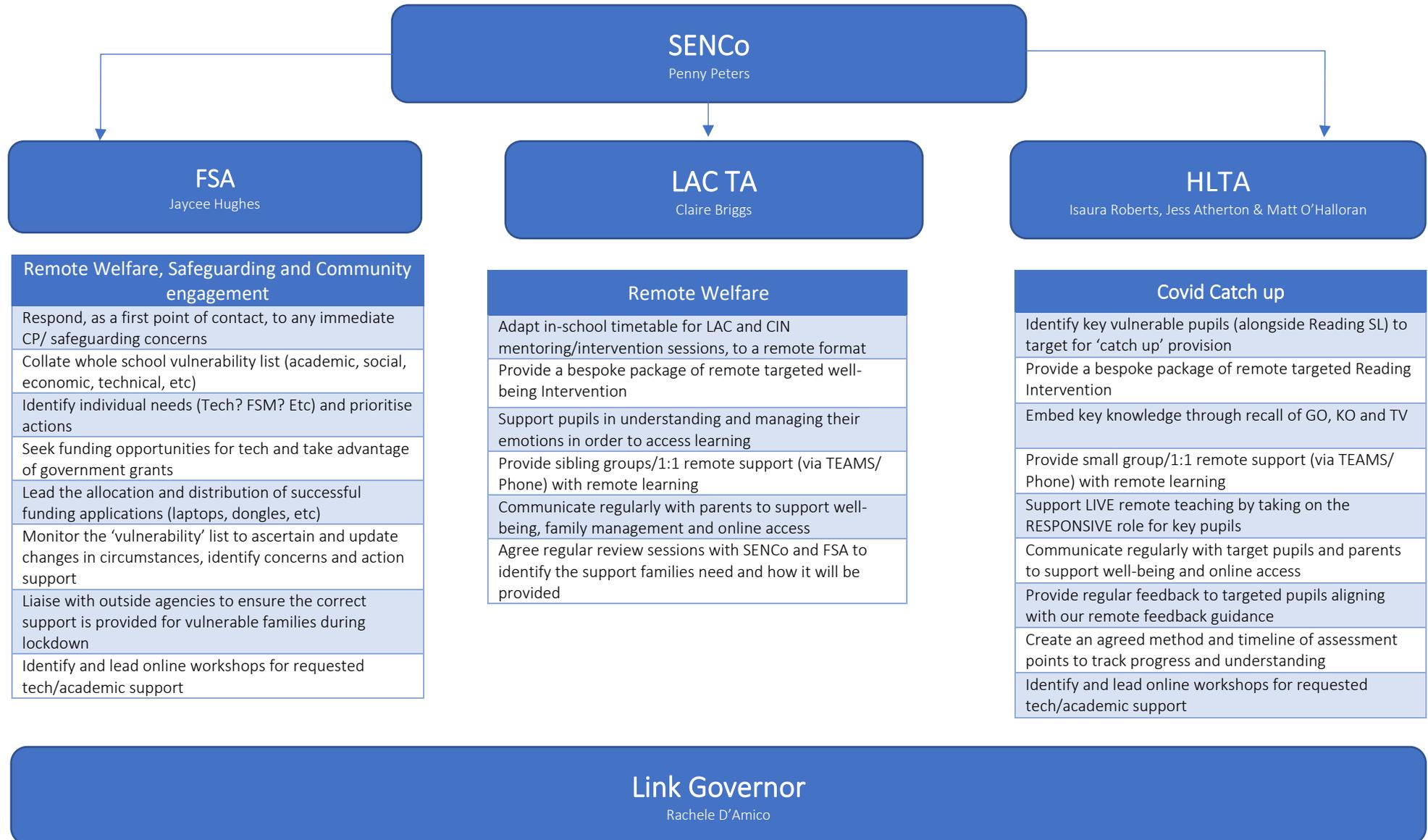
SENDCo: Penny Peters
Family Support Advisor (FSA): Jaycee Hughes
Looked After Children Teaching Assistant (LAC TA): Claire Briggs
Link EWO: Suzanne Hunter
Higher Level Teaching Assistants (HLTAs): Isaura Roberts, Jessica Atherton and Matt O'Halloran

9. 4C's | MCAs Remote Learning Engagement Team

SENCo
Penny Peters

FSA
Jaycee Hughes

Remote Welfare, Safeguarding and Community engagement
Respond, as a first point of contact, to any immediate CP/ safeguarding concerns
Collate whole school vulnerability list (academic, social, economic, technical, etc)
Identify individual needs (Tech? FSM? Etc) and prioritise actions
Seek funding opportunities for tech and take advantage of government grants
Lead the allocation and distribution of successful funding applications (laptops, dongles, etc)
Monitor the 'vulnerability' list to ascertain and update changes in circumstances, identify concerns and action support
Liaise with outside agencies to ensure the correct support is provided for vulnerable families during lockdown
Identify and lead online workshops for requested tech/academic support

LAC TA
Claire Briggs

Remote Welfare
Adapt in-school timetable for LAC and CIN mentoring/intervention sessions, to a remote format
Provide a bespoke package of remote targeted well-being Intervention
Support pupils in understanding and managing their emotions in order to access learning
Provide sibling groups/1:1 remote support (via TEAMS/ Phone) with remote learning
Communicate regularly with parents to support well-being, family management and online access
Agree regular review sessions with SENCo and FSA to identify the support families need and how it will be provided

HLTA
Isaura Roberts, Jess Atherton & Matt O'Halloran

Covid Catch up
Identify key vulnerable pupils (alongside Reading SL) to target for 'catch up' provision
Provide a bespoke package of remote targeted Reading Intervention
Embed key knowledge through recall of GO, KO and TV
Provide small group/1:1 remote support (via TEAMS/ Phone) with remote learning
Support LIVE remote teaching by taking on the RESPONSIVE role for key pupils
Communicate regularly with target pupils and parents to support well-being and online access
Provide regular feedback to targeted pupils aligning with our remote feedback guidance
Create an agreed method and timeline of assessment points to track progress and understanding
Identify and lead online workshops for requested tech/academic support

Link Governor
Rachele D'Amico

10. 4C's | Summary checklist for conducting online sessions

	Before the meeting:
	Prepare your filmed area – is the environment on screen clear from clutter/distraction?
	Schedule your meeting and check it is on calendar
	'Unmute' all pupils (enabling chat mode)
	Notify inside the correct channel before the lesson
	Have your 'sharing' content in an easily accessible folder/ open on home screen
	Ensure any manipulatives are to hand

	Whilst everyone is logging in, share screen with a 'waiting' slide/retrieval quiz. Complete the following checklist:
	Go to the participation icon> **Manage permission** > Make sure you the only presenter or add co-teacher
	Send reminder @ notification that lesson has begun
	Start recording
	Click on **eye symbol** (in TEAMS) to stop students moving ahead through the presentation
	When presenting, change your TEAMS status from 'available' to '**do not disturb'** so that notifications don't 'ping' throughout
	After presenting, change your status back to 'available'
	Before the end of the meeting, download the **attendees list** (in the 'participants' pane – 3 dots at the top)
	Stop Recording
	Final action> **End meeting** (NOT LEAVE)

	After the meeting:
	Check the recording shows in the channel (this may take some time)
	Check the chat text for silly comments and delete
	'Mute' all pupils at 4pm (disables chat mode)
	Call those who have not attended and check if they need support
	Complete 'contact record sheet' (on one drive shared by Penny)
	Feedback on assignments (informed by PERMS)

11. Reviewing our remote education provision

In January 2021, the government published the 'Review your remote education provision in Schools'. At Mayflower, we have used this tool to quality assure our strategy – reflecting on current remote provision and where we could improve further.

Summary
The framework has been produced to support schools in England to identify the strengths and areas for improvement in their remote education provision, and to signpost them to resources that can help them improve their practice.

Who this publication is for?
This guidance is for multi-academy trust (MAT) leaders, school leaders and governors in England.

Aims of the framework
This framework aims to help MAT leaders, school leaders and governors in England to:
- identify the strengths and areas for improvement in their school or trust's remote education provision
- find resources (including training), guidance and networks to help them improve their provision

Please see separate document for more detail.