



Remote Education Plan

<p>Overview</p> <p>Remote education should be accessible in cases where it is not possible, or is contrary to government guidance, for some or all pupils to attend school.</p> <p>The remote education plan will be shared with all stakeholders on the school website, to ensure consistency of expectations and participation.</p>	
<p>We aim to:</p> <ul style="list-style-type: none"> • link the school’s curriculum sequence and expectations to remote learning, ensuring that knowledge and skills are built incrementally • provide regular, clear explanations of new content, delivered by a member of staff or through high-quality curriculum resources • give access to high quality remote education resources, for example Oak Academy or BBC Bitesize • use consistent online tools across the school in order to allow interaction and feedback • work with families to deliver a broad and ambitious curriculum for all groups of pupils, taking into account their different needs and access to technology 	
Tier 1	Procedure
<p>Majority of pupils are in school.</p> <p>Individual pupils are not attending school due to exceptional circumstances.</p>	<p>Attendance Manager to inform staff of pupils who are not attending school for agreed, exceptional circumstances.</p> <p>Pupils can access Remote Education through Teams, following their daily timetable.</p> <p>Teachers to use Teams to set work in line with school curriculum and daily planning, ensuring work is adapted to meet the needs of the pupils.</p> <p>Teachers provide feedback in line with school marking policy.</p> <p>Teachers to monitor pupil engagement with remote education and register any concerns with Deputy Headteacher.</p>
Tier 2	

<p>Worcestershire Children First / LA / Government intervention.</p> <p>Classes or selected year groups not in attendance.</p>	<p>Staff informed of groups of pupils not attending school.</p> <p>Pupils access Remote Education through Teams, following their daily timetable.</p> <p>Teachers to use Teams to set work in line with school curriculum and daily planning, giving access to high quality remote education resources, ensuring work is adapted to meet the needs of the pupils.</p> <p>Teachers provide assessment and feedback in line with school marking policy.</p> <p>Subject Leaders to ensure clear explanations of new content.</p> <p>Teachers to monitor pupil engagement with remote education and register any concerns with Subject Leaders, Year Leaders and Senior Leadership Team.</p>
<p>Tier 3 and 4</p>	
<p>Extreme circumstances - remote learning full time for wider groups of pupils, with vulnerable children and / or children of critical workers continuing to attend school.</p>	<p>Staff informed of pupils attending and staffing.</p> <p>Pupils access Remote Education through Teams, following their daily timetable.</p> <p>Teachers to use Teams to set work in line with school curriculum and daily planning, giving access to high quality remote education resources, ensuring work is adapted to meet the needs of the pupils.</p> <p>Teachers provide assessment and feedback in line with school marking policy.</p> <p>Subject Leaders and Teachers to ensure clear explanations of new content.</p> <p>Teachers to monitor pupil engagement with remote education and register any concerns with Subject Leaders, Year Leaders and Senior Leadership Team.</p> <p>Pastoral support provided through form tutor phone calls and access to the Thrive email.</p>

Approved by the Governing Body.