CONTINUITY OF EDUCATION POLICY

REMOTE EDUCATION FOR THE

PRIMARY PHASE

CONTENTS

1. Introduction

Oasis Ethos and Vision

Our vision is for community – a place where everyone is included, making a contribution and reaching their God-given potential. Our ethos is a statement of who we are and it is an expression of our character. Rooted in the story and beliefs of Oasis, we describe our ethos through a particular set of values that inform and provide the lens on everything we do.

- **A passion to include**
- **A desire to treat people equally respecting differences**
- **A commitment to healthy, open relationships**
- **A deep sense of hope that things can change and be transformed**
- **A sense of perseverance to keep going for the long haul**

It is these ethos values that we want to be known for and live by. It is these ethos values that also shape our policies. They are the organisational values we aspire to. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and community.

Temporary Continuity Direction

The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction was issued by the Secretary of State for Education on 30 September 2020 and will come into force on 22 October 2020. The guidance was subsequently updated in August 2021.

The overarching objective is to maximise the number of children and young people in face-to face education or childcare and minimise any disruption, in a way that best manages the COVID-19 risk.

Decision-makers should endeavour to keep any preventative measures in education to the minimum number of settings or groups possible, and for the shortest amount of time possible.

Multi-agency collaboration and communication is important in ensuring consistency in approach across England wherever issues occur, so that no group of children, pupils or students is unfairly disadvantaged.

Where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide **immediate access to remote education.**

The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening, published in July 2020. See link below.

High quality learning at home (remote education) in each Oasis academy is an expectation, not a best endeavour. **All children must be offered the best possible education at home.** We know that remote teaching provides the best educational experience for our students in the current circumstances, as students have direct teacher input and can follow their normal academy curriculum. We expect academies to follow the Temporary Continuity Direction outlined above and the detailed DfE guidance below:

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support

2.   What is this policy about?

In brief
This policy explains how academies must provide for remote learning if an individual or group of children or young people have to learn from home. It also outlines the thresholds to be used by settings as an indication for when to seek public health advice if they are concerned.

In more detail
The policy gives academy leaders detailed guidance on providing remote education due to isolation. There are sample timetables and guidance on how to respond to different scenarios. There is also advice on pastoral support, attendance and parental involvement. The policy details attendance strategies, feedback and managing student behaviour. The appendices contain links to support and guidance documentation to support academies further.

3.   Who is this policy for?

All academy staff should be familiar with this policy. The overarching objective is to maximise the number of children and young people in face-to face education or childcare and minimise any disruption.

Academy leadership teams should develop plans in case the thresholds are reached and adjustments have to be made to systems and provision and also so that remote education is provided when:
1. an individual or small group of students are self-isolating at home (not the whole class/year)
2. a whole class or year group must self-isolate
3. whole academy lockdown with vulnerable students on site.

A plan for each scenario should be completed and shared with staff, and all staff must know their roles.

It's important that academies take all reasonable steps to ensure high quality remote provision. The quality of education at home is essential to promote student engagement, improved attainment and to maintain rapid progress.
The curriculum needs to be broad, balanced and consistent. We are aware that there are variables within academies that will affect remote learning, mainly IT provision, staffing availability and parental engagement.

4. Policy Statement

The overarching objective is to maximise the number of children and young people in face-to face education or childcare and minimise any disruption. When required to self-isolate all children must be offered the best possible education at home, immediately. We know that remote teaching provides the best educational experience for our students in the current circumstances, as students have direct teacher input and can follow their normal academy curriculum.

5. The requirements that apply to this policy

The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction was issued by the Secretary of State for Education on 30 September 2020 and will come into force on 22 October 2020. A further Continuity Direction was issued by the Secretary of State for Education on 18th August 2021 and has effect from the start of the academic year 2021/2022. Click here for link

6. DfE guidance

Academies, with the support of their Regional Director, may need to make changes to their day-to-day procedures in light of the thresholds outlined below. Leaders should seek public health advice if they are concerned. For most education and childcare settings, whichever of these thresholds is reached first:

- 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period: or
- 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period

For special schools (**and SEND Resource Bases**), and settings that operate with 20 or fewer children, pupils, students and staff at any one time: • 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period.

Close contact could be in a

- form group or subject class
- a friendship group mixing at breaktimes
- a sports team
- a group in an after-school activity

All settings should seek public health advice if a pupil, student, child or staff member is admitted to hospital with COVID-19. They can do this by phoning the DfE helpline (0800 046 8687, option 1), or in line with other local arrangements. Hospitalisation could indicate increased severity of illness or a new variant of concern. Settings may be offered public health support in managing risk assessments and communicating with staff and parents.

At the point of reaching a threshold, education and childcare settings should review and reinforce the testing, hygiene and ventilation measures they already have in place. Settings should also consider:
- whether any activities could take place outdoors, including exercise, assemblies, or classes
- ways to improve ventilation indoors, where this would not significantly impact thermal comfort
- one-off enhanced cleaning focussing on touch points and any shared equipment

Measures that settings should plan for

Testing
All settings should ensure their contingency plans reflect the possibility of increased use of testing by staff and, where they are already being offered testing, for pupils and students. This could include advice on more frequent testing, or on the reintroduction of asymptomatic test sites (ATS) (where they have been stood down)

Face coverings
Secondary academies should make sure their contingency plans cover the possibility that it may be advised that face coverings should temporarily be worn in settings in their area. This may include face coverings in communal areas and/or classrooms, for pupils, students and staff.

Shielding
Shielding is currently paused. In the event of a major outbreak or VoC that poses a significant risk to individuals on the shielded patient list (SPL), ministers can agree to reintroduce shielding.

Other measures

Settings should make sure their contingency plans cover the possibility they are advised to limit:

- residential educational visits
- open days
- transition or taster days
- parental attendance in settings
- live performances in settings.

Attendance

Attendance restrictions should only ever be considered as a short-term measure and as a last resort.

Additional considerations

Remote education

DFE guidance states that they expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that are 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
- 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, they expect schools 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 on 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.

This will 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.

7. Expectations for Primary

It is essential that DFE expectations are followed, and where staffing and IT access will allow it is expected that all children maintain a full curriculum in line with what is already in place in the academy. The curriculum offer must be suitably broad and balanced – mirroring the EYFS, KS1 and KS2 national curriculum.

Whilst all subjects must be studied, there may be some adjustments needed to the existing curriculum for practical subjects, such as PE, Art, DT and Music. In KS1 and KS2 as a minimum, Reading, Writing and Maths will be delivered daily through the following methods:

8. Lesson delivery:

	Year 1 to Year 6	EYFS
Type of delivery	Synchronous (live) check ins and a mixture of Synchronous lessons and Asynchronous (pre-recorded) lessons	
Method of delivery	MS Teams and/or Showbie	MS Teams and/**or** Seesaw

If an academy feels they cannot meet this expectation then they must discuss opportunities to achieve this with their Regional Director in the first instance, where learning may need to be temporarily blended with other online resources to ensure students receive a high-quality learning experience at home.

9. Planning for different scenarios: asynchronous and synchronous learning

Academies also need to have clear plans in place for students who have access to devices and internet, and adapted plans for those who do not. One-to-one devices will be available for all students to use at home so they can access live lessons and a full curriculum.

All students must be provided with appropriate equipment (pen, paper etc) to be able to complete learning at home. Dongles will be provided for home internet access where required.

10. Assessment for learning

Every academy must work to ensure engagement in terms of high-quality student involvement and response through regular check for understanding, so that teachers can identify misconceptions and gaps in students' knowledge. This may include completing online quizzes through Socrative, teacher's analysing data from online content in Sumdog, Ed Shed, AccessIT, Wheelers e-books and Accelerated Reader quizzes, attaching assignments, recording voice and video or completing pupil decks in Showbie or Teams. Work completed by students during any remote learning period must be evaluated and it is important that students receive feedback on their work in line with the academy feedback policy. (see appendix 3 for lots of useful pedagogy resources for remote learning).

The following table outlines the expectations for each scenario below:

Scenario	Students with device/internet access			Students with no device/internet
An individual/ small group of students are self-isolating at home (not the whole class or year group).	**Year 1 to 6**	**Option 1:** Students log onto their lessons from home live whilst delivering lessons to their students in the academy. **Option 2:** In-school live recordings are uploaded after the lesson. **Option 3:** Lessons slides are uploaded each day with explanation and resources, so that students can complete at home.	**Feedback** Work is submitted daily on MS Teams or Showbie.	If an internet connection cannot be provided for students, paper-based work should be set for students in line with their usual curriculum. This could be a work pack, worksheets or textbook work. This must be submitted to teachers when they return to the academy.
	EYFS	Work packs covering key skills are sent home for children to complete. Children are also able to access reading books, phonics videos and audio books on their iPads. Where possible live phonics session will be attended and any other activity in the classroom which is suitable to be accessed from home.		

		Option 1: Timetable of live lessons on MS Teams to be followed, with work submitted on MS Teams or Showbie. Three live lessons a day for reading, writing and maths and then other areas of the curriculum will be covered using an asynchronous approach. Option 2: Lessons are uploaded each day with explanation and resources, so that students can complete at home. Reading, writing and maths set each day with other lessons delivered across the week	**Feedback** Work is submitted and marked on MS Teams or Showbie. Daily check ins are held live in Teams and misconceptions are responded to.	
A whole class or year group bubble must self-isolate. **OR** Whole academy lockdown with vulnerable students on site.	**Y1-6**			If an internet connection cannot be provided for students, paper-based work should be set for students in line with their usual curriculum. This could be a work pack, worksheets or textbook work. This must be submitted to teachers when they return to the academy.
	EYFS	Videos are recorded and shared with parents via Online Journal apps or MS Teams along with activities for children to complete with adults at home. Phonics is delivered in line with ability levels to focus on targeted reading development.	**Feedback** Work is submitted electronically through TEAMS/online learning journal or physically upon return.	

Reasonable adjustments may need to be made for subjects with practical aspects, such as:
- PE/Dance may focus on theory and give suggested practical activities.
- Art/DT/Music will have to adapt to use equipment available to students.
- Science will be unable to complete practical work.

See appendix 1 for an action plan that could be used to plan for each scenario and appendix 2 for an example of what an academy remote learning policy may look like.

11. Blended Learning

Academies need to agree an approach that blends approaches, so that students have access to a full curriculum. Below are some ideas for learning that could be used by academies:

- Assignments set on MS Teams or Showbie with video links or using Kahoot, Flip Grid, Forms or Socrative,
- Pre-recorded lessons shared with whole year group.
- Online apps and websites e.g. Sumdog, Ed Shed, AccessIT, Wheelers e-books and Accelerated Reader quizzes.
- Oak National Academy: daily lessons for year 7-11 provided (Only when staffing levels are challenging).

It's important that students and parents receive a clear timetable to support this blended approach.

An example of how a day may look in in Year 1 to 6 is below:

Time	Activity	Type
9.00-9.30	Children use online practice content. E.g. TTRS/ Myon/ Edshed	Self-led
9.30-10	Morning meeting to address misconceptions for the day before (Differentiated using additional adults in separate meeting)	Synchronous
10-11.00	Reading lesson 30 minutes Reading follow-up activity 30 minutes	Synchronous
11-11.15	Break	n/a
11:15-11.30	Independent reading	Self-led
11.30-12.30	Writing lesson 30 minutes Writing follow-up activity 30 minutes	Synchronous
12.30-1.30	Lunch	n/a
1.30-2.30	Maths lesson 30 minutes Maths follow-up activity 30 minutes	Synchronous
2.30-2.45	Story time and check-in	Synchronous
2.45-3.00	Break	n/a
3.00-3.30	Other curriculum lessons (e.g. Music, PE, Science)	Asynchronous

12. Student engagement: behaviour

When teaching an interactive lesson online, teachers must be clear about the expectations of student behaviour. Teachers should re-iterate the ground rules at the start of each session.

This includes routines for cameras being on or off, and routines for contributing to the lesson with via microphone and the chat function. Examples may be who can speak or how a pupil should indicate if they have a question. If this is the first time that classes are delivered online, it may take some time in becoming familiar with the new environment. High expectations of student behaviour must be maintained during remote learning, and if students behave poorly during live lessons, the school's behaviour for learning policy should be followed and this should be escalated as appropriate.

13. Student engagement: inclusion

When planning and teaching live lessons, reasonable adjustments must be made to ensure all students can access the learning and are appropriately challenged, so that all students can make progress. This includes the following groups of students: SEND, EAL, most able, low prior attainers and students with low reading ages.

Additional support for students should still take place remotely and should be agreed by leaders within academies. This includes, but is not limited to, intervention groups, TA and student/s break out groups during activities in lessons, online programmes, student/parent support calls.

14. Student engagement: attendance and pastoral support

Regular contact with students is vital to check progress being made, gauge student engagement and identify if additional support is needed from the academy pastoral or safeguarding team.

Attendance and pastoral teams must be used to ensure learning is a priority for all children every day. Student absence from online learning or from completing learning tasks set to complete at home should be viewed as being absent from their academy and leaders must ensure clear systems for checking and chasing absence from learning. A register should be kept of student online attendance separate from the DFE returns process through attendance at live sessions or completion of set assignments. Parents or carers must be contacted if a student doesn't attend scheduled online learning sessions. During bubble closure, regular check ins must be planned for children who do not have device access and are not attending live lessons or returning work electronically.

15. Parental engagement

We know that strong parental engagement is important to make remote learning successful. Parents must have regular communication regarding remote learning, including details of the provision provided by each academy (e.g. timetable for students), support in how to access resources/live lessons and information regarding their child's attendance, behaviour and engagement.

Parents must also be informed that they must not video or record any lessons, and that as quiet a place as possible needs to be provided for their children during live lessons. A home/academy agreement to support parental engagement is good practice. (see appendix 4).

16. Safeguarding

Online or offline, effective Safeguarding requires a whole-academy approach. Teachers must always therefore adhere to the OCL's expectations around safeguarding and must be reminded of their safeguarding obligations and the teachers Code of Conduct. Any safeguarding incidents or potential concerns must be reported according to policy using the CPOMS reporting system. When delivering lessons online, the following guidelines must be followed:

- Wear appropriate clothes. Laptop cameras give different and unexpected camera angles, so wear what you would wear if you were in the academy.
- Think about your 'classroom':
    - Don't go on-line from your bedroom,
    - Look at the background – ensure this doesn't include anything you don't want students to see e.g. family pictures.
- Warn others in your house that you are broadcasting on-line so that other members of your household do not pass by the camera.
- **Always** record your session, this will protect you against any form of allegation. All chats in MS Teams are also saved and property of OCL.
- Avoid 1:1 support. Always have at least 2 students in a session.
- **Only** use OCL approved methods of on-line communications (MS Teams) – **do not** use any form of social media even if you have set them up specifically for this purpose.
- Monitoring and web filter software is in use on all OCL equipment and any infringement is followed up by the Safeguarding Team. In addition, OCL is implementing the Safer Schools App on all devices in conjunction with the Horizon's Project so that additional on-line safety advice is available to students, parents and staff.
- Think about the language you use in lessons. Students are going to be worried and anxious about the future, keep calm, re-iterate the government message of washing hands and social distancing. Remember we are an Oasis Family and we have a duty to support our students and offer them reassurance.
- Consider the safeguarding of each child you teach on-line. You may be the only non-family member they are going to see today. Look and listen for any cues that indicate a safeguarding concern and report these to your DSL immediately. These cues might be about:
    - Child abuse or neglect
    - Inadequate supervision at home
    - The impact of food poverty

- - The health status in a family and any young carer responsibilities students may be picking up.
  - A change in or inadequate home environment
  - Evidence of family disruption or domestic abuse happening in the background
- The time students spend in front of the screen must be considered by academies, and regular breaks must be built into online timetables, in the same way breaks are built into academy timetables usually.
- Allow only students that have been invited to access live lessons. Other students and adults should not be given access.
- The DSL team should be allocated time to support staff and children regarding new concerns (and referrals as appropriate) as well as maintaining contact with vulnerable children as yet to return.
- Should a student need to isolate because of an infection risk or positive test result that the DSL should undertake a risk assessment and arrange keeping in touch call (KiT) to ensure the child is safe and well.
- Students assessed as vulnerable will fall into the following categories:
  - Red – Students on a CP plan, CiN Plan, EHCP, where a child has stepped down from a statutory plan or where the DSL team assess critical risk – these students will be contacted each 1-2 days
  - Amber – Students on a CP plan, CiN Plan, EHCP or where the DSL team assess high risk – these students will be contacted every 2-3 days
  - Blue – Students on a EHCP or EHCP where the DSL team assess medium risk – these students will be contacted every 3-5 days
  - Green – Students deemed to be at low risk, but still vulnerable – these students will be contacted every 5-10 days.

If students do not answer their phones, or engage in the on-line provision on the agreed contact date:
- Try all the available numbers for the family, including the emergency contact numbers.
- Discussion between the class teacher and DSL team will lead to:
  - Re-assess the risk - does the lack of contact escalate risk & concern?
  - For CP/CiN children liaison with their allocated social worker or social work contact arrangements?
  - Seek advice or referral to local Social Care provision (MASH arrangements).
- Unanswered Keeping in Touch Calls (KiT) must be reviewed and logged against the risk assessment for that child.
  - All unanswered KiT Calls should receive a home visit.
  - For children deemed at Critical or High risk this visit must be undertaken on the same day;
  - If the risk is deemed critical (i.e. risk to life) then the DSL may also need to speak to the Police and request a 'safe & well' check.
  - For medium and low risk this visit must be scheduled within that working week.

- If the student is a 'child in need of a social worker' a member of the DSL team should speak to their allocated social worker or social work contact arrangements to establish if any contact has already been made by them

17. Monitoring by leaders

All leaders must ensure a clear system of monitoring is in place to ensure the highest quality of teaching and learning is in place. The new "Insights" function on MS Teams may support with accessing some of the data below. This may include:
- Systems to track attendance of students and submission of work.
- Dropping into online lessons to observe/support/coach.
- Checking planning of online learning and checking that the National Curriculum is being covered.
- Pupil voice feedback.
- Staff voice feedback.
- Getting regular reports and updates from Middle Leaders as part of line management.
- checking feedback and any assessments, exit tickets, quizzes etc and the process used by teachers to use this feedback to plan effectively.
- Analysis of work submitted.
- Web filtering and moderated keystroke monitoring occurs on all OCL devices

18. Support from the National Education Team

Where a class or year group is self-isolating or there is a lockdown, academy leaders will report on student engagement for each student in their academy each week. This will be shared with their Regional Directors and will be analysed nationally. Regional Directors will support, challenge and quality assure the quality of remote learning.
Where there is low student attendance, Regional Directors will support the academy leader to enhance student participation rapidly. They will also monitor pupil voice with a random sample of children through MS Teams calls arranged through the academy each week.

Regional Directors and the National Leads for Pedagogy, Curriculum and Behaviour will also share regional and national best practice in remote learning. In addition, specialist safeguarding support is available to all academies from the National Safeguarding Team.

19. Support from the National Leads for Pedagogy, Curriculum and Behaviour

Through these links colleagues can access training and support materials for online learning:
- Primary: follow link
- Secondary: follow link

The academy's assigned Pedagogy NLP is also able to support with setting up remote teaching and live lessons.

Appendix 1: Example Action Plan for Remote Learning

1. A small group of students are self-isolating at home (not the whole class or year group).

Setting up remote learning (day 1)	Lessons for students with device/internet access	Lessons for students without device/internet access	Monitoring student work	Monitoring setting of lessons	Keeping in touch

2. A whole class or year group bubble must self-isolate.

Setting up remote learning (day 1)	Lessons for students with device/internet access	Lessons for students without device/internet access	Monitoring student work	Monitoring setting of lessons	Keeping in touch	Vulnerable provision (on site)

3. Whole academy lockdown with vulnerable students on site.

Setting up remote learning (day 1)	Lessons for students with device/internet access	Lessons for students without device/internet access	Monitoring student work	Monitoring setting of lessons	Keeping in touch	Vulnerable provision (on site)

Appendix 2: Example of remote learning procedures for teachers

Oasis Academy XXX: Remote Learning Teaching and Learning Procedures

Safeguarding

Teachers must always therefore adhere to the academy's expectations around safeguarding. Any safeguarding incidents or potential concerns must be reported according to policy using the CPOMS reporting system. When delivering lessons online, the following guidelines must be followed:

- Wear appropriate clothes. Laptop cameras give different and unexpected camera angles, so wear what you would wear if you were in the academy.
- Think about your 'classroom':
  o Don't go on-line from your bedroom,
  o Look at the background – ensure this doesn't include anything you don't want students to see e.g. family pictures.
- Warn others in your house that you are broadcasting on-line so that other members of your household do not pass by the camera.
- **Always** record your session, this will protect you against any form of allegation. All chats in MS Teams are also saved and property of OCL.
- Avoid 1:1 support. Always have at least 2 students in a session.
- **Only** use OCL approved methods of on-line communications (MS Teams) – **do not** use any form of social media even if you have set them up specifically for this purpose.
- Think about the language you use in lessons. Students are going to be worried and anxious about the future, keep calm, re-iterate the government message of washing hands and social distancing. Remember we are an Oasis Family and we have a duty to support our students and offer them reassurance.
- Consider the safeguarding of each child you teach on-line. You may be the only non-family member they are going to see today. Listen for any cues that indicate a safeguarding concern and report these to your DSL immediately.
- These cues might be about:
  o Child abuse or neglect
  o Inadequate supervision at home
  o The impact of food poverty
  o The health status in a family and any young carer responsibilities students may be picking up.
- Allow only students that have been invited to access live lessons. Other students and adults should not be given access.

First slide

Include the following slide at the start of every lesson, as this outlines out academy expectations.

Add a screen shot of the first slide you have created for your Academy here
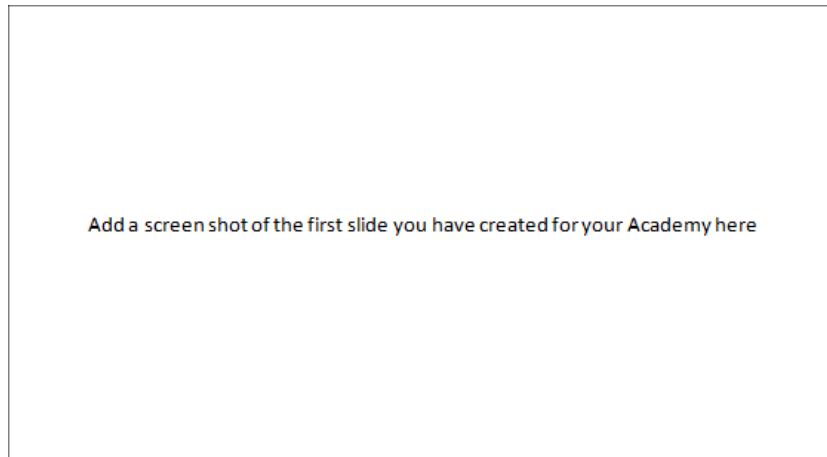
Home Learning
Online Learning Lessons must:
- Be delivered using a PowerPoint
- Delivered through Microsoft Teams, using either a live meeting or pre-recorded format. If pre-recorded staff should be available to offer live help.
- Follow the standard lesson structure as much as possible (Do Now, Lesson Objective, I Do, We Do, You Do)
- Remind pupils of online learning symbols and expectations.
- Include some form of quizzing / independent review to test what students have learnt and aid your planning for the next lesson.

Lesson structure
Each lesson should include:
- Set simple, recursive tasks (over practice). PowerPoints should have a real clarity of instruction visible to learners.
- A clear model (what excellence looks like) including success criteria.

Interleaving/spaced repetition
It may be helpful to focus on consolidation of prior content, rather than introducing lots of new content. For practical reasons it may be difficult for teachers to introduce some new content to pupils, particularly during the early phase of these changes. Consolidation of prior learning, however, is likely to be beneficial. We know that what pupils store in long term memory can help them to learn more, so consolidation is not wasted time or a lack of 'progress'. This is potentially a good opportunity to help pupils become fluent in key aspects of the curriculum and thus lay solid foundations for when school and college resumes.

Pupil accountability

Pupil's accountability matters. Expect to check on their learning in one or more of the following ways:
- Completed worksheets/ word documents uploaded as assignments
- Photos of work
- Online quiz completion
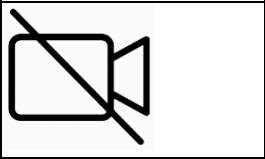
Assessment and feedback
All pupils are entitled to feedback; however, this may be in the format of whole class feedback. Where possible academy marking procedures should be followed, with feedback used to highlight areas of strength and areas for development.

Perfect presentation
Be clear about the medium (use of just exercise books and quizzing etc) and exactly how it should be presented (e.g. using Board/Book). Keep learning as familiar as possible.

Dual coding home learning symbols

	Work in your exercise book. *A note pad or paper will also work but try to keep your work organised for separate subjects.*
	Pause and think or complete a short task.
	Pause and think/ Answer the questions.
	Complete assignment. *This will be an extended, independent task. Your teacher will be available for questions or clarification via the chat function.*
	Complete quiz.
	Self-mark using green pen.

	Mute microphone. *Please note that microphones must be muted at all times, unless your teacher asks you to unmute you microphone. Any questions should be asked via the chat function.*
	No video.
	No phones. *If pupils are accessing their work via a laptop or tablet then phones should be turned off to avoid distractions.*

Appendix 3: Useful pedagogy resources for remote teaching

Clear approaches to remote teaching have emerged over recent months, and there are lots of great resources available to support the development of remote teaching, some of which have been created by Oasis Community Learning and some of which have been created outside of the Trust. Useful links are signposted below which can be used to develop practice.

Resource	Description	Link
The Oasis Summer Series	A series of 7 sessions, delivered by the Pedagogy team, aimed at teachers and focusing on the pedagogy of remote teaching. The sessions focus on: 1. What matters most in online learning. 2. Managing attention during explanation. 3. Motivating students and holding students accountable. 4. Managing cognitive load: clarifying and simplifying resources. 5. Managing cognitive load: teaching skills and procedures. 6. Knowledge transfer: designing activities that encourage thinking. 7. Checking for understanding: how to check whether students really "got it."	The Summer Series
Online Lessons: Getting Started	A session, delivered by the Pedagogy team, aimed at Principals and Teaching and Learning Leads, focusing on: 1. The key principles of remote teaching. 2. How to train teachers remotely. 3. How to best use the technology. 4. Practical considerations when setting up remote teaching.	Online Lessons: Getting Started
MS Teams Support Videos	Videos, delivered by the IT team, which showcase the various functions on MS Teams, focusing on: 1. Getting started with MS Teams. 2. Using teams and channels in MS Teams. 3. Working with files and scheduling meetings in MS Teams. 4. Posts and conversations in MS Teams. 5. Setting up and activating your class team. 6. Using channels and tabs in your class team. 7. Posts and conversations in your class team. 8. Creating assignments in your class team.	MS Teams Videos

Powerful Action Steps: remote teaching and online learning content	A selection of action steps focused on remote teaching and online learning that can be used to coach staff. These focus on a range of areas such as setting clear expectations, motivating students, retrieval practice, explaining clearly, holding students to account, managing cognitive load and gathering data on learning and work completion.	PAS content
Managing the online classrooms	Quick check instructions on: • Limiting pupils in presenter view to restrict sharing of audio or visual content unless asked.	Shared MS TEAM
Check for understanding suggestions	A list of tools that can be used to engage students and check for understanding, with videos that explain how to use each tool.	Check for understanding sugg
Ambition Institute's Remote Teacher Development: A Guide	A guide created by Ambition Institute that focuses on how we can support teachers to promote student learning during remote teaching and also how we can support teachers to keep improving.	Ambition Institute Remote Teaching Gu
Delta Remote Learning Guidance	Delta have summarised a range of research into remote teaching, including work by Doug Lemov and Daisy Christodoulou. There are also links to lots of articles and blogs focused on remote teaching.	Delta Remote Teaching and Learni

Appendix 4: Example home/academy agreement

Dear parent/carer,

With some lessons now delivered remotely via Microsoft Teams, it is important that we have an agreed way of working so that all students can learn in a safe environment. Please see below a home/academy agreement for live lessons. Please could you read this carefully, sign this and return to the academy. You will also find a copy of our home school agreement with this letter.

Yours faithfully,

Principal

Remote learning home/academy agreement

During live Microsoft Teams lessons, it's important that we uphold our academy values at all times so that everyone can learn in a safe environment. Please read the expectations outlined below, and sign at the bottom of the page to show that you have read and understood these expectations and agree to uphold these.

- All live lessons will be recorded by your teacher. You must not record any of the lessons.
- If you post a written message, it must be about academy work only. It is not used as a chat room for personal messages.
- Written messages must not contain informal language.
- Find a quiet area and ask everyone else to remain quiet during your lesson. Use headphones/earphones, if possible, to help you to concentrate.
- Mute your microphone when you are in the lesson.
- Remain in the lesson for the whole time, from start to end of lesson.
- Speak kindly and appropriately to others. This includes through verbal and written messages.
- Behave as you would be expected to in a lesson at school
    - Listen carefully to your teacher.
    - Only speak when your teacher asks you to.
    - Contribute to the lesson and ask questions like you normally would using the chat function.
    - Sit sensibly during the live lesson.
    - Complete the tasks that your teacher gives you.
    - Meet deadlines and submit any work you teacher has requested.

Student name:	
Student signature:	
Parent name:	
Parent signature:	

Appendix 5: Home Visit – risk assessment form

Home Visit - Risk Assessment Form

Student Details

Name of Academy:	Click or tap here to enter text.
Name of Child	Click or tap here to enter text.
Class	Click or tap here to enter text.
Address to be visited	Click or tap here to enter text.
Date of visit	Click or tap to enter a date.
Is the child:	☐ CP/CiN ☐ EHCP ☐ Other Vulnerability

Reason for visit

Requested by Local Authority ☐	Concerns from Academy ☐
Have you exhausted all other means of contact	☐ Yes
Which staff members will be undertaking the Home Visit	1: Click or tap here to enter text. 2: Click or tap here to enter text.
Details of reason a Home visit is required: Click or tap here to enter text.	

Existing & Proposed Control Measures

All social distancing protocols to be maintained	☐ Yes
Is the family self-isolating because of symptoms?	☐ Yes ☐ No ☐Unknown
Is the family at home because of social distancing?	☐ Yes ☐ No ☐Unknown

Driving to Visit:	Walking to Visit:
If 2 people are completing the visit please use separate cars	If 2 people are completing the visit please maintain a 2m distance from each other
Gloves: (from Academy) To be worn on exciting the car and remove once back in the car	**Gloves:** (from Academy) To be worn for the duration of the visit
Anti-bac wipes: (if available) To be used on the car door handle and steering wheel after the visit is complete	
Anti-bac hand sanitiser: (from Academy) To be used once the gloves are removed before setting off back to base	**Anti-bac hand sanitiser:** (from Academy) To be used once the gloves are removed before setting off back to base
Hand washing: Wash your hands for 20 secs using soap and water on return to the base	**Hand washing:** Wash your hands for 20 secs using soap and water on return to the base
Other measures: Click or tap here to enter text.	**Other measures:** Click or tap here to enter text.

Remember – this is a door step visit only – Social Distancing to be maintained throughout	
To be completed on return to base if you had to enter the house	Justification: Click or tap here to enter text.

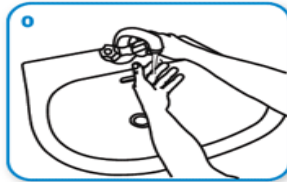|	
Name of Person undertaking Risk Assessment	Click or tap here to enter text.
Role	Click or tap here to enter text.
Signature	
Date	Click or tap to enter a date.

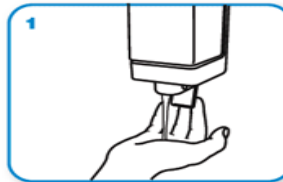## Coronavirus: What you need to do

Wash your hands — 20 SEC

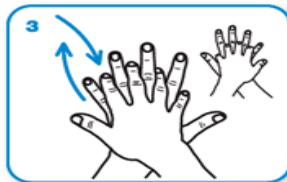**Use a tissue for coughs**

Avoid touching your face

0 Wet hands with water

1 apply enough soap to cover all hand surfaces.
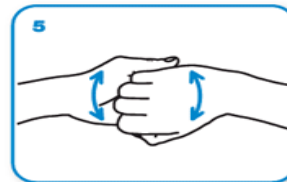
2 Rub hands palm to palm

3 right palm over left dorsum with interlaced fingers and vice versa
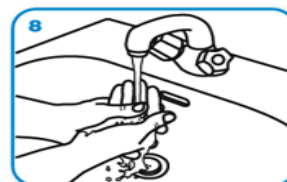
4 palm to palm with fingers interlaced

5 backs of fingers to opposing palms with fingers interlocked

6 rotational rubbing of left thumb clasped in right palm and vice versa

7 rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa.

8 Rinse hands with water

9 dry thoroughly with a single use towel
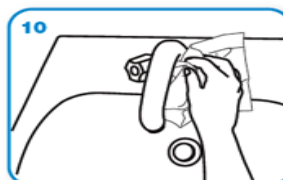
10 use towel to turn off faucet
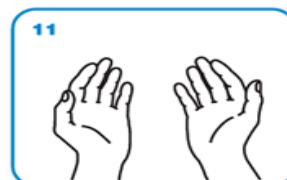
11 ...and your hands are safe.

RACI matrix

"R" for anyone who is "Responsible" for a task listed in the policy, an "A" for anyone who is "Accountable", a "C" for anyone who must be "Consulted" under the policy and "I" for anyone who must be "Informed" about aspects of the policy.

Policy Element		Leadership				Academy			
	Board	OCL CEO	OCL COO	Regional Director	Academy Principal	All Academy staff	Attendance lead	Pastoral team	SENCO
Academies to follow the Temporary Continuity Direction as set out by the DfE		A		R	R	I			
Provision of immediate access to remote education in event of self-isolation or local/national Covid-19 restriction				A	R	I			
Academies to meet DfE expectations in relation to remote learning				A	R	I			
Blending synchronous and asynchronous learning				C	R	C,I			
Communication to students regarding expected behaviour				C	R	R			
Communication to parents / carers				C	R	R			
Teams is used for teaching remotely				C	R	R			
Attendance of students is tracked				C	R	I	R		
Pastoral support is in place or students				C	R	I		R	
OCL pedagogy is employed when teaching remotely					R	R			
Policy practice is monitored				R	R	C			
Appropriate support is in place for students with SEND					R	I			R

Document Control

Changes History

Version	Date	Owned and Amended by	Recipients	Purpose
V1	Dec 2020	Chris Chamberlain		

Policy Tier

☒ Tier 1

☐ Tier 2

☐ Tier 3

☐ Tier 4

Owner

Chris Chamberlain

Contact in case of query

Chris.Chamberlain@oasisuk.org

Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
OCL Directors	Directors' Meeting	14.12.20	V1
OCL Directors	Director's meeting	27.09.21	V2

Position with the Unions

Does the policy or changes to the policy require consultation with the National Unions under our recognition agreement?

☐ Yes

☒ No

If yes, the policy status is:

☐ Consulted with Unions and Approved

☐ Fully consulted (completed) but not agreed with Unions but Approved by OCL

☐ Currently under Consultation with Unions

☐ Awaiting Consultation with Unions

Date & Record of Next Union Review

Location

Tick all that apply:

☐ OCL website

☒ Academy website

☒ Policy portal

☐ Other: state

Customisation

☒ OCL policy

☐ OCL policy with an attachment for each academy to complete regarding local arrangements

☐ Academy policy

☐ Policy is included in Principals' annual compliance declaration

Distribution

Name	Position	Date	Version
All OCL Staff	Via Bulletin	w/c 14.12.20	V1
All OCL staff	Via bulletin	w/c 11.10.21	V2