



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Remote Education Plan

Jubilee L.E.A.D. Academy

During the national Covid lockdowns, the school provided remote education every day during the school week for all pupils. If we were again to experience extreme circumstances that would mean children could not come into school we would again revert to remote education.

This document sets out the plan for such an occasion. However, these plans remain adaptable in order to take into consideration the circumstances regarding the school closure and the individual needs of all pupils, including for example those with SEND.

To ensure we are prepared for all eventualities we have planned how to quickly respond to ensure the children of Jubilee L.E.A.D. Academy continue to learn as quickly as is practicably possible.

At all times of any remote education being in place, school leaders will endeavor to ensure pupils are able to attend school in person once again as soon as possible.

Full School Closure

In the event of a full school closure, unless specific individual variations are required the children will be sent home with, or have delivered as soon as possible each of the following:

- Exercise books to record their learning in
- A timetable of learning to help to organize the day
- An equipment pack including items appropriate to their age and stage e.g. pencils, pens, number lines, numicon images etc.
- Their book study/ guided reading books
- A list of their logins to appropriate online learning platforms e.g. Showbie, Accelerated Reader, Lexia, Precision Teach etc.
- Identified families will be provided with technical device support which could include a laptop, iPad or other school device at the decision of the school.

If school places remain available to specific pupils, guidance will be followed to determine who these pupils will be (for example, those most vulnerable will likely be offered school based placements where possible).

Meeting the Educational Needs of Pupils

In order to meet the needs of families and pupils who are continuing their learning at home, the school will aim to make available both physical and online resources.

All pupils who are learning at home will be spoken to by either their class teacher, teaching assistant or other designated member of staff via a telephone call at least once per week. The school will aim for this to occur more often and the number of times a pupil is spoken to will be influenced by the number of pupils requiring remote education and the availability of school staff. This telephone call will be used to discuss the emotional and physical wellbeing of the child, promote learning and maintain positive relationships. Safeguarding concerns (through contact with the safeguarding team and the use of MyConcern) will be raised where the teacher is unable to speak directly to the child or where a teacher has received a cause for concern.

In the event of classes being closed (at least to the vast majority of pupils), teachers will endeavour to ensure that pupils have 5 hours' worth of home learning to complete each day that they are not in school. Clearly, pupils will complete their activities at different paces although in general terms, this will take the form of:

FS	KS1	KS2
Phonics 40 min (2 X 20 minutes)	Phonics 40 min (2 X 20 minutes)	Reading 1hr (2 X 30 minutes)
Handwriting 20 min (2 X 10 minutes)	Handwriting 20 minutes	English 1 hour
Reading 1 hour (3 X 20 minutes)	Reading 1 hour (3 X 20 minutes)	Maths 1 hour
English 1 hour (3 X 20 minutes)	English 1 hour	Handwriting 15 minutes
Maths 1 hour (3 X 20 minutes)	Maths 1 hour (including counting and multiplication tables)	Spelling 15 minutes
Curriculum 1 hour (3 X 20 minutes)	Curriculum 1 hour	Multiplication Tables 15 minutes
		Curriculum 1 hour 15 minutes

Where possible, the teacher will continue to follow their usual planning unless it is clearly inappropriate due to technical or communication limitations. At which point the teacher will identify key knowledge and skills from their year group and focus on them with the approval of the subject leader and SLT. The use of online learning platforms will be in line with the specific Government, Trust and Academy guidance which will continue to be reviewed, updated and shared with staff as is necessary.

Individual Pupils Self-Isolating as a result of Medical or Government Advice to Self-isolate at Home, or as a result of specific extenuating circumstances.

In the event that remote education is required for one, or a small number of pupils, leaders will ensure:

- Each pupil will receive a bespoke learning pack (either physical or online) to enable them to continue their education whilst at home. This will aim to match as closely as possible to the learning the pupils would complete in school where possible. This is to ensure as smooth a return to school as possible. However, consideration will be given to the appropriateness of the learning resources whilst not in school and the capacity to support the learning of the individual.
- Pupils will receive guidance and support from school teachers either through online tutorial, telephone communication or home visits. Whilst a school teacher will take the lead for ensuring the learning and resources meet the needs of the child, other appropriate school staff might be allocated to lead with communications depending on circumstances.

Supporting Families

Any period of time spent educating pupils remotely is likely to raise levels of anxiety and stress within families. It is vital that these are managed effectively for both safeguarding and educational purposes.

In order to limit and reduce anxiety, the school will always aim to communicate effectively with parents/carers at the earliest opportunities. The school will make its approach to remote learning clear and support families in the education of pupils. Teachers will take the lead in providing online video tutorials, or verbal explanations over the telephone to model and explain the learning that is taking place. At the discretion of the school, parents may be supplied with printed resources which they can use to support their child's learning.

Guidance and links to opportunities for support in relation to mental and physical wellbeing will also be shared with parents.

Where further support is made available by either the Government, MAT or wider opportunities (for example charities) the school will aim to distribute that support accordingly. An example of this would be the allocation of laptops to support online learning where applicable.

Additionally, the wider needs of pupils and their families will also be considered and school leaders will endeavour to meet these needs as best as possible. Examples include providing access to meals, technological devices, support services, EAL support and SEND support.