## Thomas Telford School Policy Statement on Remote Learning

In line with DFE guidance, the following states the School's intentions in the provision of Remote Learning.

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19), but who are at home as a result of coronavirus, will have access to remote education at the earliest possible opportunity. We will continue to consider how to improve the quality of our existing curriculum, for example through technology, and have a strong offer in place for remote education provision.

In developing our remote education, we will always strive to:

- Teach a planned and sequenced curriculum, so knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught in each subject
- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, which is linked to the School's curriculum expectations
- Give access to high quality remote education resources
- Select the online tools that will be consistently used across the School in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Recognise that some pupils with SEND may not be able to access remote education without support, so we will work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we will always strive to:
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Set work that is of equivalent length to the core teaching pupils would receive in school
- Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality resources
- Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, using digitally facilitated or whole-class feedback
- Enable teachers to adjust what is being taught in response to questions or assessments, including revising material or simplifying explanations to ensure understanding
- Avoid an over-reliance on long-term projects or internet research activities