

## Remote Education Provision at TLA

### Leadership

Responsibility	<p>Clare Benton (DHT) has overarching responsibility the quality and delivery of remote education. She is supported by Emily Butzen (AAHT).</p> <p>HOFs have responsibility for ensuring that their areas of the curriculum are suitably adapted for the demands of remote learning.</p> <p>Trevor O Neill (DHT) is responsible for the overall onsite provision for vulnerable students. He is supported by Joseph Matshazi, SENDco.</p>
Communication	Trustees, Governors, staff, parents, carers and students are updated regularly on any changes to provision.
Monitoring and evaluation	Systems are in place and being developed to monitor the ongoing attendance at and impact of remote education. Assessment will evaluate engagement and we continue to explore strategies to optimise this.

### Context and student engagement

Home environment	We take steps to understand the learning environment in the home and to provide appropriate support.
	There is a range of strategies in place to support student wellbeing.
	<p>We regularly request information regarding student access to the internet and devices.</p> <p>We have put support in place to minimise the impact of any limitations. 100 + laptops distributed. Where arrangements cannot be made students are brought on site to work.</p>
Students with additional needs.	DA , pastoral and SEN teams have planned and put in place support for students with additional needs.
Monitoring engagement	Daily checking of attendance in place. Follow up made to families of students of concern.

### Curriculum planning and delivery

Minimum provision	Teachers teach or provide work to match the teaching timetable. One hour lessons have been reduced to 50 minutes to manage screen fatigue. Curriculum time: Key stage 3 & 4 = 5 X 50 minutes per day. Key stage 5 = as per normal timetable
Curriculum planning	The remote curriculum has been considered and appropriately adapted (if necessary) by each faculty.
Curriculum delivery	Remote education takes place including live, direct teaching with a range of resources and apps, mainly through MSTEams. Time is given for students to work independently
Assessment and feedback	Each faculty is asked, and given time, to consider how to gauge how students are progressing through the curriculum. Feedback is given, both individually and whole class as appropriate. We continue to explore strategies to facilitate this.

### Capacity and capability

Effective practice	Leaders keep up to date with the guidance and ensure that all staff are updated appropriately. All teaching staff have been train and continue to receive support in remote teaching practice.
Staff capability	Feedback from the training assesses need and informs planning for continued development.
Strategic Partners	We are engaged with and contributing to sharing best practice. This covers a range of networks.

### Communication

Realistic expectations of students, parents and carers.	Students received training on Teams prior to school closure. RSLs communicate regularly with year groups to set expectations and offer support. Parents/Carers are contacted regularly by school leadership. Links to guidance are shared appropriately. Support mechanisms are shared.
School community events	All year groups have a weekly assembly.

	Various wellbeing activities are organised. Teachers are trained in and encouraged to utilise the break out room functions to allow for smaller group work/discussions.
--	---

### Safeguarding and wellbeing

Ensuring safety	There are clear and shared protocols in place to ensure students and staff are safe during remote education. For example: all lessons are recorded. Students and staff are reminded regularly of how to report any concerns and the importance of doing so.
<b>Online safety</b>	Staff and students are reminded of how to keep safe on line. This is to be repeated periodically throughout the period of remote education through staff briefing and assembly/PSHE.
<b>Wellbeing</b>	There is an ongoing focus on the well being of both students and staff and adjustments made on individual and group levels as needed. Programmes to promote wellbeing are promoted. Eg Year 7 Wellbeing Challenge.
<b>Data management</b>	Appropriate, well managed and compliant.
<b>Behaviour and attitude</b>	Expectations are shared. We have responded to any issues promptly and used the technology to support. Behaviour in remote lessons is excellent.