



CONTINUITY OF EDUCATION POLICY

*REMOTE EDUCATION FOR THE
SECONDARY PHASE*

December 2020



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1. Introduction

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 came into force on 22 October 2020

The Direction requires that 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.

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.

Academy leadership teams should develop plans 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 bubble 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

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 came into force on 22 October 2020.



6. DfE guidance

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 secondary and sixth form

It is essential that DFE expectations are followed, and where staffing and IT access will allow it is expected that all secondary 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 KS3, KS4 and KS5 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.

The expectation is that synchronous, live lessons should be delivered using MS Teams. 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 asynchronous learning may need to be blended with synchronous learning to ensure students receive a high-quality learning experience at home.

8. Planning for different scenarios: synchronous learning

As previously mentioned, there are 3 different scenarios that may lead to students being educated at home, so academies need to have plans in place for each scenario. 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 Year 10, 11, 12 and 13 students to use at home so they can access live lessons and a full curriculum. As the Horizons roll out accelerates more students will have access to online learning. All students must be provided with appropriate equipment (pen, paper etc) to be able to complete learning at home.

The table below outlines the expectations for each scenario below:

Scenario	Students with device/internet access	Students with no device/internet access
1. A small group of students are self-	Students log onto their lessons from home, and teachers log onto MS Teams whilst	If a device cannot be provided for students, paper-based work should be set for students in line with their usual curriculum. This

<p>isolating at home (not the whole class or year group).</p>	<p>delivering lessons to their students in the academy. Work is submitted on MS Teams. OR Lessons are uploaded each day with explanation and resources, so that students can complete at home. Work is submitted on MS Teams.</p>	<p>could be a work pack, worksheets or textbook work. EBACC NLPs are creating weekly work packs for year 7-9 that can be used. This must be submitted to teachers when they return to the academy.</p>
<p>2. A whole class or year group bubble must self-isolate.</p>	<p>Normal timetable of live lessons on MS Teams to be followed, with work submitted on MS Teams. Reasonable adjustments may need to be made for subjects with practical aspects, such as:</p> <ul style="list-style-type: none"> • 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. 	<p>If a device 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. EBACC NLPs are creating weekly work packs for year 7-9 that can be used. This must be submitted to teachers when students return to the academy.</p>
<p>3. Whole academy lockdown with vulnerable students on site.</p>	<p>Normal timetable of live lessons on MS Teams to be followed, with work submitted on MS Teams. Vulnerable students on site complete their live lessons on MS Teams with support from staff on site. Reasonable adjustments may need to be made for subjects with practical aspects, such as:</p> <ul style="list-style-type: none"> • 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. 	<p>If a device 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. EBACC NLPs are creating weekly work packs for year 7-9 that can be used. This must be submitted to teachers when they return to academy.</p>

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.



9. Asynchronous learning

There may be some situations when a full timetable of live lessons via MS Teams may not be possible, particularly if there is significant staff sickness. In these situations, academies should contact their Regional Director to agree an approach that blends synchronous, live lessons with asynchronous learning, so that students still have access to a full curriculum.

Below are some ideas for asynchronous learning that could be used by academies:

- Assignments set on MS Teams or Show My Homework (where academies already use this instead of MS Teams).
- Pre-recorded lessons shared with whole year group.
- BBC Bitesize: daily lessons for year 7-11 provided.
- Oak National Academy: daily lessons for year 7-11 provided.
- Online apps and websites e.g. Seneca, Hegarty Maths, GCSE Pod, Tassomai, Duolingo.

It's important that students and parents receive a clear timetable to support this blended approach. An example of how a day may look is shown below:

Lesson	Activity	Synchronous/ asynchronous
Lesson 1: 8.30-9.30	Maths live lesson on MS Teams.	Synchronous
Lesson 2: 9.30-10.30	English lesson on MS Teams.	Synchronous
Tutor time: 10.30-10.45	Reading of newspaper article shared on MS Teams.	Asynchronous
Lesson 3: 11.00-12.00	History assignment and forms quiz set on MS Teams.	Asynchronous
Lesson 4: 12.00-13.00	Science live lesson on MS Teams.	Synchronous



Lesson 5: 14.00-15.00	Complete lesson on the Three Marks of Existence at Oak National Academy website and complete learning reflection worksheet on MS Teams: https://classroom.thenational.academy/lessons/the-three-marks-of-existence-75hkct	Asynchronous
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10. Student engagement: check for understanding and feedback

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 (e.g. Forms or Kahoot), teacher's analysing data from online content (e.g. TTRS), attaching assignments in MS Teams or photographing and emailing in work. 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).

11. 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.

12. 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, regular student/parent support calls.

13. 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. Parents or carers must be contacted if a student doesn't attend online learning sessions.

14. 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).



15. 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. 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.
- 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.

16. 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

17. 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 regularly 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 Lead.

18. Support from the National Leads for 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:

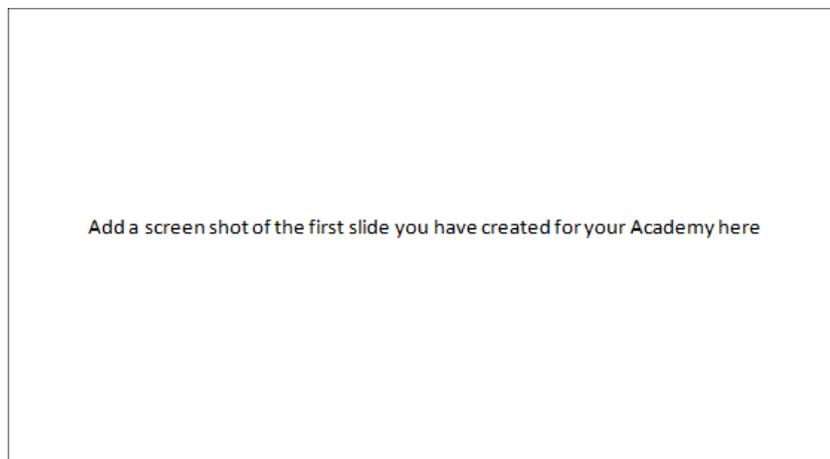
- Wear appropriate clothes. Laptop cameras give different and unexpected camera angles, so wear what you would wear if you were in the academy.
- Think about your 'classroom':
 - Don't go on-line from your bedroom,
 - Look at the background – ensure this doesn't include anything you don't want students 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.
- 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:
 - 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.
- 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 our academy expectations.



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

	<p>Work in your exercise book. <i>*A note pad or paper will also work but try to keep your work organised for separate subjects.</i></p>
	<p>Pause and think or complete a short task.</p>
	<p>Pause and think/ Answer the questions.</p>
	<p>Complete assignment. <i>*This will be an extended, independent task. Your teacher will be available for questions or clarification via the chat function.</i></p>
	<p>Complete quiz.</p>
	<p>Self-mark using green pen.</p>
	<p>Mute microphone. <i>*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.</i></p>
	<p>No video.</p>
	<p>No phones. <i>If pupils are accessing their work via a laptop or tablet then phones should be turned off to avoid distractions.</i></p>



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	<p>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:</p> <ol style="list-style-type: none"> 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	<p>A session, delivered by the Pedagogy team, aimed at Principals and Teaching and Learning Leads, focusing on:</p> <ol style="list-style-type: none"> 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	<p>Videos, delivered by the IT team, which showcase the various functions on MS Teams, focusing on:</p> <ol style="list-style-type: none"> 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
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 Gl
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.

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:	

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				
	OCL CEO	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

Philip Beaumont

Contact in case of query

Philip.Beaumont@oasisuk.org

Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
OCL Directors	Directors' Meeting	14.12.20	V1

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

This document has been distributed to:

Name	Position	Date	Version
All OCL Staff	Via Bulletin	w/c 4.01.21	V1