

City Academy Norwich Remote Education Statement

Objectives

For CAN to meet its obligations for online education as set out in the 'DfE Contingency Framework; Remote Learning' (last updated 7 January 2021). This will be achieved by:

- Providing high quality lessons to all our students online where it would be unlawful, or contrary to guidance from appropriate public authorities, for them to travel to school
- Providing at least 5 hours of education per weekday, per student across KS3 and KS4
- Continuing to provide a broad and balanced curriculum driven by the CAN and Bohunt Education Trust Curriculum Policy
- Reporting attendance in an appropriate and timely manner
- Ensuring safeguarding of students and staff during online learning

Background

City Academy Norwich's vision coupled with that of the Bohunt Education Trust's vision is that 'the highest expectations, a culture of Enjoy Respect Achieve, unparalleled opportunities and highly effective teaching combine to develop students who are game-changers.

The nature of the coronavirus pandemic and its global impact has made this vision even more relevant and shown the power and importance of education and educational establishments. At City Academy Norwich and working in partnership with Bohunt Education Trust, ours is an education that prepares students to cope with a rapidly changing world, to be able to think and act differently as the ground shifts beneath them and to be motivated by lifelong learning about things that matter.

City Academy Norwich is ideally placed to continue to strive for its vision during periods of online learning by individuals, or whole school cohorts, due to its emphasis on innovation which it has developed over the last four years via our supportive trust partnership with Bohunt, especially with regards to technology: Google Educators, Researchers in Schools and staff who are passionate about experimenting, learning, researching and sharing. Furthermore, our Trust structure means that we have deep and rich resources ready to support teaching and students, for example: Subject Directors, Broad Area of Need Coordinators, a Virtual School and an Outdoor Team.

Within our 'remote education', as with everything we do, it must be based around continuing to know every child: their attendance, how they are, their progress and the learning barriers we can work in partnership with all stakeholders to overcome. Students and staff may be geographically remote, but they are educationally close; indeed, research by ImpactEd showed that in some ways, the coronavirus context has given us unparalleled information about our students that we can use to better meet their needs.

This Remote Education statement is designed to work alongside other documents/policies, both external (e.g. L&T Policy, Safeguarding Policy) and internal (e.g. CAN Principles of Effective Online Teaching, BET/CAN Curriculum Maps, School Improvement Plans and our formal Remote learning policy which can be reviewed by [clicking here](#)).

Legislation and guidance

The policy and procedures in Appendix One meet the requirements and guidance of the following:

- [The Coronavirus Act 2020 Provision of Remote Education \(England\) Temporary Continuity Direction](#)
- [DfE Guidance: Actions for schools during the coronavirus outbreak](#)
- [DfE Contingency Framework](#)
- [DfE Document: Statutory obligations and expectations](#)
- [DfE Document: Safeguarding](#)
- [DfE Guidance: Addendum: recording attendance in relation to coronavirus \(COVID-19\) during the 2020 to 2021 academic year](#)
- [Additional DfE Documents](#)

Roles and responsibilities

CAN Headteacher & BET CEO to:

- Oversee and direct the creation, dissemination, monitoring and review of the BET Covid-19 Risk Assessment and Safeguarding Guidance for Online Learning
- To work with Heads of School and the BET Central Team (both operations and education) to set the overriding principles governing online education

CAN AHT for T&L & BET Director of Education to:

- Oversee and direct the creation, dissemination, monitoring and review of the BET Principles of Effective Online Instruction
- Oversee and direct the CAN & BET L&T Team (SDs, Head of Outdoor, Virtual School) so that they are providing the best possible support and challenge to school teams with regards to the quality of education
- Ensure via leading the work of the stakeholders mentioned in this section to ensure we continue to deliver our whole curriculum. To ensure that the curriculum is accessible and ambitious for all learners.
- Ensure our education provision is focused on student well-being and that learning and student activity are not limited to video-conference lessons

CAN DHT & BET Data Lead to:

- Meet the requirements of the DfE Attendance Reporting through the overseeing and direction of the AHTs Performance in each BET School and partnership schools such as City Academy Norwich
- Work with Trust leaders to ensure we monitor the impact of our online learning in appropriate and proportionate ways that keep in mind the health of staff and students
- Lead on the monitoring and fulfilment of need with regards to technology at home for staff

CAN PP Lead & BET Head of Virtual School to lead on:

- The monitoring and fulfilment of need with regards to technology at home for students
- The Trust led and DfE device donation schemes
- The Trust approach to literacy during online learning
- The Trust approach to the use of the Covid-19 Catch Up funding
- The Trust approach to safeguarding and wellbeing during periods of lockdown/isolation

CAN & BET IT Leads to:

- Work with staff across the Trust to provide technical support to enable teachers at all levels to prepare high quality CPD materials with regards to online teaching
- Support those schools moving to 1-2-1
- To develop ideas and exemplar materials that show where our development of IT Learning could go next

Assistant Headteachers, Subject Coordinators and Subject Directors to:

- Work in partnership to identify and share across the Trust excellent practice with regards to online teaching
- Monitor, report on, support and challenge subject teams with regards to the quality of their online teaching
- Identify, develop and drive innovative cross-Trust approaches to the CAN/BET Curriculum as it applies in each subject area in each school within the context of online teaching

General Approach

- When schools are open to all students all work completed in the lesson will be posted online so that students learning at home can keep up with the learning
 - Where significant numbers of students are learning at home then where practicable those students should be given the opportunity to join in with the lessons live. This is a day to day operational decision to be made by each Head of School, after consultation with the CEO and DoE, having regard to the overall workforce availability and onsite student presence.
- When schools are not open for all students then learning will immediately move online (asynchronous and/or synchronous)
- The normal timetable in terms of subjects and time allocation will be followed as closely as is practicable so that depth and breadth are maintained. It may be that timings of lessons, and the school day more generally, need to change to better accommodate learning
 - In all cases where staffing capacity allows, we intend that that all students are participating in at least 5 hours of activity (direct teaching, learning activities and home learning) per day
 - It is essential that schools' learning and teaching approach is refreshed at least once each half-term to maintain a varied approach to our provision delivery and student learning
 - The approach to learning should take account of student and staff wellbeing, as well as the demands of the curriculum
- Screen time in any one lesson will be limited to 30 minutes so that students are regularly getting breaks away from their screens
- Online platforms will be used to organise and disseminate the work to students (not email) so that it is structured and easy for them to navigate
- Lack of online attendance will be acted upon, always recorded, and, if it becomes persistent, those students are to be classified as vulnerable and brought into school to learn if possible.

- As well as attendance, monitoring will also include the completion of work, the quality of work and student wellbeing
- The approach to feedback remains as in the CAN Feedback Policy