



Hull Collaborative Academy Trust

Remote Learning Policy – Minimum expectations

Background

“During the period of national lockdown, schools, alternative provision (AP), special schools, colleges and wraparound childcare and other out-of-school activities for children should allow only vulnerable children and young people and the children of critical workers to attend (recognising that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate). All other pupils and students should not attend and should learn remotely until February half term.” (DfE Guidance January 2021)

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are unable to come to school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

In line with the DfE guidelines the trust expects all schools to ensure that teaching pupils remotely include-

Setting assignments so that pupils have meaningful and ambitious work each day in several different subjects

Teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

Providing frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos

Gauging 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

Enabling 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

Planning a programme that is of equivalent length to the core teaching, pupils would receive in school, ideally including daily contact with teachers

Curriculum expectations linked to DFE guidance

Minimum of **3 hours** for Primary KS1, with less for younger pupils in EYFS and **4 hours** for Primary KS2

Secondary: **5 hours** a day, with more for pupils working towards formal qualifications this year

As a minimum the trusts expects English and Maths curriculums to be followed as closely as possible considering the restraints of resources etc at home. (as per medium term plans)

Wherever possible lessons and work should be provided across a range of wider curriculum subjects linked to the planned topic/theme of the academy.

Daily phonic teaching, either through pre-recorded instructions or links to appropriate websites should be made available for all pupils in EYFS and KS1 as a minimum.

All pupils should have access to daily reading resources either through a physical text or online provider.

Trust schools should make appropriate provision for mixed abilities, particularly English and Maths, whenever possible to ensure that the curriculum remains ambitious and rigorous for all learners.

Evidence shows that lengthy or open-ended projects or research activities are in most cases less likely to lead to strong progress or outcomes. Such approaches should generally be avoided in favour of the more interactive, teacher-led approaches to delivering the school's planned curriculum described above.

Our school approach is outlined below:

At Thoresby we ensure that the remote learning curriculum meets or exceeds the minimum number of hours. The school curriculum is adapted to enable remote learning. When materials are required staff take into account the home school circumstances (eg. Using pasta pieces as counters etc). Class reading texts are provided where possible and children are provided with individual reading books according to their ability.

Classes continue to be taught wider curriculum subjects through their topics, whole school projects such as Kaleidoscope and discrete lessons such as RE and PSHCE

Remote Learning Delivery

Schools have the autonomy to deliver remote learning in the most appropriate form linked to their context be that exclusively through online platforms or through a hybrid approach using physical materials such as books, worksheets etc.

The trust recommends, where possible, using its own online platform Microsoft Teams, particularly for KS2 pupils as a means of setting work, providing direct teaching examples, and communicating with pupils/providing feedback.

For younger pupils' schools are able to use commercial systems such as SeeSaw, Tapestry etc in order to disseminate and communicate with pupils.

Our school delivery is outlined below:

Foundation stage predominantly use Tapestry for communication, uploading content feedback and assessment. KS1 & 2 use Class Dojo for communication. Work is uploaded to this app into the child's individual portfolio. Marking and Feedback is given via this means. To supplement this, children also use Purple Mash, Spelling Shed and Times Table Rockstars. We also deliver content via You Tube.

Staff and families are familiar with these platforms and the school has given pupils opportunity to practise using them when attending school.

Teaching expectations

Teachers will provide remote teaching materials in line with DFE expectations and those set out by the academy trust.

Teachers will provide some **direct instruction** when introducing teaching objectives/activities. This may come in the form of 'live' lessons, pre-recorded messages, video clips from sites such as The Oak Academy or similar.

Staff will be available within normal working hours to respond to queries or questions from parents or carers regarding home learning. Feedback will be provided on pieces of work.

Our school approach is outlined below:

Thoresby delivers a blend of direct instruction, interactive teaching and opportunities to practise and consolidate skills. Staff identify pieces of work that will be marked in depth at the planning stage and communicate this with parents.

Supporting pupils with special educational needs and disabilities (SEND)

SEND pupils have a wide range of specific needs. Their teachers and schools are likely to know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.

It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible. However, in some cases, the suggestions in this guidance may also be useful for pupils with SEND and so should be considered on their merit.

Our school approach is outlined below:

Pupils with EHCPs are included in the DfE's vulnerable children category. Thoresby actively encourages all pupils with an EHCP to attend school as this remains the best way to meet their special educational needs and takes into account the need to safeguard their emotional well-being. Should parents of a child with an EHCP decide not to take up this offer of a place then the school will work closely with them to ensure that as far as possible remote provision meets the statutory requirements outlined in the child's plan.

Staff work in teams to ensure that teaching is appropriate for all children and that they are able to access learning through a variety of appropriate resources, using strategies familiar to the children wherever possible. This might be in the form of physical resources sent home or shared via one of our online learning platforms.

For some children with more significant SEND a more individualised approach might be needed for specific areas of the curriculum.

Feedback

It is essential for staff, and preferable for pupils, to use school email addresses. Groups can be set up to streamline communication for example with a whole class. Existing online resources and packages with school or teacher-created resources, can be used, for example: worksheets, tests and quizzes, as well as video or sound recordings of explanations hosted on platforms such as YouTube - or available on a school, remote-access area.

Our school approach is outlined below:

The best feedback to pupils is instant 'in the moment'. We recognise this is particularly difficult when learning remotely and limits opportunities for some forms such as verbal feedback. However, all pupils' work will be acknowledged. Teachers will have carefully planned the most appropriate pieces of work to mark in detail (focused marking) providing individualised pointers for improvement. Further day to day assessment techniques (such as questioning during 'live' lessons may be used by staff and used to provide further ongoing feedback on learning.

Supporting families who have limited access to online devices

Schools should audit which families have access to online activities, including how many devices per child.

Schools should provide **equivalent** content "offline" for families who will struggle to access online content.

If resources allow, Schools should consider providing additional resources such as laptops or tablets to families who have equipment at home to access online materials.

Our school approach is outlined below:

A full audit of families' access to devices takes place as soon as possible. Those who struggle to access online content are supported in a number of ways including; bespoke support to use existing devices to access online learning and if necessary and available, the school providing resources to access online materials. As a last resort, the school will provide hard copies of learning material, however this is recognised as severely limiting the progress children will make, particularly those that are disadvantaged (see EEF Remote Learning findings 2020).

Pupils having difficulties submitting work

Multi-functional remote platforms allow for the submission of most kinds of work. Email can also be used to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. Additionally, smartphones can be used to photograph work which is difficult to submit in other ways. Post or school drop-off points can also be considered.

Our school approach is outlined below:

Thoresby supports all forms of work submission. The main ways being through; Tapestry, Purple Mash and Dojo. Staff are aware of the various barriers facing some pupils in submitting work and will accommodate individual needs if required.

Assessing pupils' progress

Teachers can use quizzes or tests on core content as a regular feature. Using the features of a multi-functional platform, teachers can create regular, pre and post-lesson quizzes. Consideration should be given to ensuring availability for pupils without ready online access, including through distribution of hard-copy versions.

Our school approach is outlined below:

Staff may use quizzes, questioning and other assessments to track pupils' progress. Families are encouraged to enable pupils to undertake these independently to gain an accurate picture.

"Live Teaching" guidance

Should schools want to deliver some of the curriculum through "live teaching" then the following guidance should be adhered to

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>