Hull Collaborative Academy Trust

Remote Learning Policy – Minimum expectations

Dorchester Primary School

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:

We are using a blended approach to home learning which aims to reach all families.

We are using a combination of online platforms, teacher videos, voice overs, and other online links to provide a high-quality remote learning system. Wherever possible, our children are encouraged to engage online to receive quick, individual feedback which moves learning forward by assisting the parent and child to address misconceptions.

Where this is not possible, children are provided with paper work packs which mirror the same quality of learning as the remote learning. QR codes linking to teacher input are also provided to accompany each lesson which can be viewed via a mobile device.

Our remote learning meets the minimum requirement for KS1 and KS2 pupils and in some instances exceeds this.

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:

EYFS and Year 1- Year 4 pupils:

Purple mash will be used as the primary online platform for learning. Work is uploaded to this site via '2 publish' which is an editable program. Here children can listen to voice clips alongside their work which anticipate common misconceptions and helpful tips for parents. Each piece of work is also accompanied by a short video clip where the teacher models the main concepts. Children are able to use the pen function and/or text boxes to show their responses. Work can be marked and sent back to pupils to make corrections.

Other platforms include *timestable rockstars*, *bug club, youtube, natterhub* which is used for blogging and sharing content as well as *Vimeo*.

Learning includes spelling, reading, writing, maths and at least one curriculum area e.g. science, RE etc. As well as PE and reading for pleasure.

Learning packs are provided for those without a tablet/ laptop and are given QR code to access teaching links via a mobile device.

Year 5 and Year 6 pupils:

Children in upper KS2 have all been offered devices and additional data to ensure all learning is completed via the online platform.

Microsoft teams will be used as the primary online platform for learning. Work is uploaded to the site as well as corresponding teaching videos to model the main concepts. Children are able to edit the worksheet and submit it to their teacher once it is completed where they will receive high-quality feedback. Additional content may be uploaded to *youtube* and *vimeo*. Children will also have access to *timestable rockstars*.

Teachers will also hold a daily online 'circle' to check in with all pupils via Microsoft Teams.

Further points:

- Work provided is of an equal standard as the work the children would usually experience in school e.g. learning objectives, reading characters, variation in maths etc.
- Children in school will record learning in their school books as usual.
- Devices have been provided to many families who don't already have one as well as data SIM cards.
- As a school we monitor the engagement of pupils and respond rapidly to any non-engagement.
- Pupils in school will access the same learning as their peers to ensure equal opportunity for all.
- All work packs and timetables are also uploaded to the school website for parents to download.

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 pre-recorded messages, video clips from sites such as The Oak Academy or similar.

Teachers will be available within normal working hours to respond to queries or questions from parents or careers regarding home learning and to provide timely feedback on completion of work.

Our school approach is outlined below:

Each lesson is introduced via a pre-recorded video/ voice note. In addition, voice notes are added to many lessons throughout the worksheets, which aim to address misconceptions throughout the activity.

Teachers and support staff will respond quickly to pupils working remotely providing high-quality feedback.

Children who are not accessing work remotely will be telephoned on the first day to ensure children are completing work and to offer any support needed to do so. Calls throughout the week will also be made to ensure the support to parents and pupils is an on-going dialogue. Feedback on work packs will be given once the work is handed into school.

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:

Work set is provides appropriate challenge for all pupils, including those with SEND.

We will work with families regarding provision and attendance for EHCP pupils to ensure that targets in section F continue to be a priority. Wherever possible we aim to have ECHP pupils in school however, where this does not occur teachers, will provide work of a suitable level which also meets section F of their EHCP. In some cases, this will mean providing physical equipment for children to use at home (playdough, flashcards etc) and may also mean trained staff will provide interventions via on online platforms or over the telephone.

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:

Teachers and support staff will respond quickly to pupils working remotely providing high-quality feedback. Children will be asked to edit and improve or make corrections under staff's direction. This feedback may also support parents to assist their child with this.

Children who are not accessing work remotely will be telephoned on the first day to ensure children are completing work and to offer any support needed to do so. Calls throughout the week will also be made to ensure the support to parents and pupils is an on-going dialogue. Feedback on work packs will be given once the work is handed into school.

As a school we aim to support our children and families to access work remotely as we believe this is the best way to give high-quality feedback and support our pupils. As such, we will provide devices and 'data' to as many families as we can, with the aim to have all pupils working remotely.

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:

Children who are not accessing work remotely will be telephoned on the first day to ensure children are completing work and to offer any support needed to do so. Calls throughout the week will also be made to ensure the support to parents and pupils is an on-going dialogue. Feedback on work packs will be given once the work is handed into school. Pupils working on paper packs will also have links to teaching that are accessible via a mobile device so they can receive the same quality of teaching as other pupils.

All of our teaching content is pre-recorded (with the exception of morning check-ins) so that pupils can replay it or use the video at a time that fits around their home circumstances.

As a school we aim to support our children and families to access work remotely as we believe this is the best way to give high-quality feedback and support our pupils. As such, we will provide devices and 'data' to as many families as we can, prioritising our oldest pupils first, with the aim to have all pupils working remotely.

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:

Wherever possible, we encourage pupils to submit work via our online platforms. This includes pupils who prefer to complete a paper pack, in which case we ask that they photograph the work and upload it to Microsoft teams/ Purple mash.

Staff are on hand to assist parents and children if they are experiencing difficulties doing this.

Assessing pupils' progress

Teachers can use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time and email them back. 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:

Teachers are given ownership of setting appropriate work and take into considerations the views of parents and pupil. Teachers can assess pupil progress by regularly reviewing completed work, giving feedback and will determine how independent work is via dialogue with parents and pupils.

"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