



## 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:**

Pupils of Westcott Primary School who are currently working remotely receive the following:

#### **EYFS**

A minimum of 3 hours of learning each day that mirrors in school learning as closely as possible. Daily phonics and mathematics sessions are taught each day. Teachers pre-record teaching clips which provide children and their parents clear support and instruction. Pupils are set tasks following these clips.

#### **KS1**

A minimum of 3 hours of learning each day that mirrors in school learning as closely as possible. Daily phonics and mathematics sessions are taught each day. Teachers pre-record teaching clips which provide children and their parents with clear support and instruction. Pupils are set tasks following these clips. In addition, children have an English lesson via PowerPoint, which includes a daily reading session. This is a combination of reading linked to phonics via our online scheme (Pearson) or reading comprehension tasks, linked to a book.

Foundation subjects follow the medium-term plan pre 'partial-closure' and children access one per day, PowerPoint with associated tasks.

## KS2

3 live teaching sessions per day in maths, English (reading/writing) and a foundation subject. Following the live input (20-30 mins) children complete the associated tasks. Children are completing a daily reading, writing and maths task (the live session alternates between reading and writing)

The children complete the same work whether in school or at home and the medium-term plans are followed from pre 'partial-closure'

### **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:**

Teachers upload pre-recorded sessions and tasks to complete via Class Dojo. Communication is via Class Dojo and feedback is two-way. Parents upload evidence (work completed, video clips) for the teachers on Tapestry or Class Dojo.

#### **KS1:**

Teachers upload pre-recorded sessions and tasks to complete via Class Dojo. Children/parents return completed work to the teacher via Class Dojo.

#### **KS2:**

Teachers deliver three live sessions per day via Microsoft Teams. Any tasks to be completed are sent via Class Dojo. Once tasks are completed, they are sent back to the teacher via Class Dojo.

### **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:**

#### **EYFS and KS1**

Class teachers are recording lessons for the pupils in their classes. Daily phonics and maths, plus a foundation subject (KS1).

## **KS2**

Class teachers are providing children with three live direct teaching sessions via Microsoft Teams in maths, reading/writing and a foundation subject every day.

All teachers are in school delivering live teaching sessions as well as delivering direct teaching to the children in bubbles.

Teachers will respond to any queries or questions from children and parents during the school day. Feedback is provided on the completion of work.

### **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:**

All pupils with an EHCP are expected in school where their individual needs/target can be best met. If this is not possible, because they are Extremely Critically Vulnerable, teachers will tailor work to ensure that they are supported and able to access learning. Teachers will ensure that targets on the individual pupils EHCP are met through remote teaching and learning. Daily check-ins by a member of staff (teacher and/or ASA) will ensure work is completed and accessible.

SEND pupils who are in school will continue to access work that has been differentiated by the class teacher. Interventions and precision teaching can continue within the teaching bubbles. Targets on the pupil's APDRs will be used to plan direct teaching and interventions.

Teachers will tailor work for any SEND pupils who are accessing remote learning to ensure that this is accessible. The children will receive the same work as the children being taught in a bubble, with adaptations to ensure it is accessible. Teachers will also provide any extra work needed to ensure targets on the APDR are met.

#### **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 provide feedback to pupils via Class Dojo. This is a combination of whole class and individual. In addition and if more appropriate, teachers will also provide via telephone calls. Teachers

provide written feedback for some pieces of work but will adopt a range of strategies to promote pupil progress. For example, whole group feedback, highlighting common misconceptions to the whole group, sharing good examples with the whole group, providing answer sheets for self-marking etc. At Westcott, writing was affected in the last Lockdown in terms of pupil progress, therefore teachers may focus more in-depth feedback on writing tasks.

EYFS staff continue to undertake observations and record evidence on Tapestry, in partnership with parents at home for those learning 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:**

All parents are identified who required devices to support remote learning. Devices are collected or delivered to families along with other equipment (headphones etc.) Those families without internet access are offered SIM cards with an amount of data. A limited number of devices were provided by the DfE, in addition Westcott have provided their own devices to support families.

### **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:**

Work is submitted via Class Dojo. If parents are having any difficulties work can be sent via email or dropped off at the school office.

### **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:**

A range of strategies will be used by teachers, as they are in school. Teachers will decide the best method of assessing children's progress, whether they are learning at home or at school. In KS2 teachers will use formative assessment to monitor and track pupil progress. Quizzes and tests may also be used.

### **“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>