



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:

- Work will be set on your child's Seesaw account
- Work will be the same as in class so that pupils at home are being provided with the same as their peers – if you need any clarification on what to do, please message the teacher. *(Please be aware that they may not be able to respond immediately as they will be teaching the rest of the class in school. They will respond as soon as they possibly can.)*
- Pupils will, as minimum, be set: reading/Literacy/Maths/Spellings/Phonics (for EYFS/KS1) and some topic work

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:

- We teach the same curriculum remotely as we do in school.
- Work is set to your child's Seesaw account and will be available daily, before the start of each day
- Work set will be: reading/ literacy/ mathematics/ phonics (KS1/EYFS)/ spellings (weekly)/ topic (this will be a combination of science/ history/ geography/ art/ DT/ RE/ PSHE – dependent on what the class timetable is for the week
- A weekly timetable will be given so that you can see what the expectation for the week will be and if you need any additional resources (for example: pens/crayons for art lessons)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences will be used when appropriate and or when they would normally be used in the classroom
- Pupils with Special Educational Needs who are not in school will have some work set that is differentiated, dependent upon their needs – some pupils will be provided with hands on learning materials as this is in line with their Individual Education Plan/targets
- All pupils with Speech and Language targets will be offered 'Zoom' sessions with the therapist – this will be based on their targets and will be either weekly/ fortnightly, dependent on what they usually have in school
- TA's will aim to provide some 'Zoom' sessions for groups of pupils, identified by the school, who may usually receive additional support – these will be dependent on staffing numbers in the school
- If we are in a national lockdown with only vulnerable and key worker children in school, then the teacher will plan for a whole class 'Zoom' check in to support pupil mental health and well-being

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:

- Teachers will acknowledge all learning that is sent back – some work will have more detailed feedback. If a child has completed the work incorrectly then the teacher will give additional feedback and some guidance for the pupil.
- Teachers will voice record over their powerpoints to give additional information and support
- If parents need any further clarification, they will be encouraged to message the teacher for support

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 Special Educational Needs who are not in school will have some work set that is differentiated, dependent upon their needs
- Some pupils will be provided with hands on learning materials to be in line with their Individual Education Plan/targets/EHCP targets
- Pupils with and EHCP will be encouraged to attend school, where medically possible. If they are unable to attend school then pupils will be given work in line with their ECHP. Some pupils will be offered live online learning sessions with their TA, where appropriate and necessary
- All pupils with Speech and Language targets will be offered 'Zoom' sessions with the therapist – this will be based on their targets and will be either weekly/ fortnightly, dependent on what they usually have in school

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:

- Pupils will have regular feedback from the teacher through their Seesaw account
- Pupils and parents are able to ask for additional feedback if they are still needing support
- Pupils in FS2 and Yr1 will be given 5 real and 5 nonsense words each week and asked to voice record them reading them each week and feedback given, if needed

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:

- Where possible pupils will be provided with a school laptop to work from
- Parents will be supported by our school 'Home Learning Lead' (Mrs Clark) to set them up on Seesaw so that pupils can access work easily from home
- If parents are struggling with data – the school has a small supply of 50g sim cards that can be given to parents who are using their mobile data for home learning

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:

- Pupils will upload work directly to their Seesaw account
- Pupils who are not able to write directly onto their Seesaw page can complete work on paper and then upload a photograph via their account

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:

- Pupils will continue to have regular quizzes, the same as they would in school, to assess learning
- Pupils in FS2 and YR1 will have a weekly 10 word phonic reading challenge that they will upload a voice recording for the teacher – teachers will assess individual need and give additional work if needed
- Teachers will deliver a weekly online live session to pupils at home who are either on the school pupil premium register or have been identified through assessment as needing additional support
- TA's will be delivering weekly online live intervention sessions for speech/ language/ math's/ reading and handwriting for pupils already identified and having support in school
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"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>

