

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:

EYFS and Key Stage One to have access to daily phonics videos related to their age and stage of development.

Years 1 and 2 to have a daily class story with verbal questions for children to answer.

Key Stage Two to have daily reading sessions in the form of text to read and follow-up questions.

All year groups to have daily class teacher pre-recorded inputs for Writing, with an accompanying activity.

Years 3 to 6 to have a daily class teacher pre-recorded input for GPS, with follow-up activity.

All year groups are to have daily class teacher pre-recorded inputs for Quick Start Maths and Mathematics, with an accompanying activity that follows the White Rose Curriculum.

All classes to provide one lesson of science (Oak, Bitesize or class teacher video) and PSHCE (Oak or Jigsaw) per week.

KS2 to set additional learning in PE and one other foundation subject to account for 4 hours learning per day.

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, Year1, Year 2 and Year 3 – ClassDojo with work completed in school provided exercise books.

Years 4 to 6 – Microsoft Teams work issued daily and completed online.

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 be expected to produce pre-recorded video inputs daily for GPS, writing, maths quick start sessions and maths.

In Years 1 and 2, teachers will read a daily story and ask children comprehension questions about the story.

In Years 3 to 6, the guided reading text will be read by the teacher, as well as children receiving a written copy of the text.

Foundation subjects will be a mix of the class teacher or Oak Academy videos.

Teachers can be contacted throughout the school day on either Teams or ClassDojo.

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:

A SEND team, consisting of four staff members, has been set-up to support the home learning of these pupils.

SEND pupils have differentiated work that is suitable for their needs to complete either online or as hard copies that will be emailed to/collected by a parent. If emailed, class teacher to call to ensure it has been received.

EHCP children will have bespoke work set that matches the needs of their EHCP.

Each child, who is accessing the remote learning offer and has an EHCP, has a personalised programme of learning which has been created using section F of their EHCP and is also informed by their current APDR documents. A risk assessment has been produced following the local authorities' guidance and shared with all the professionals necessary and the parents/carers at home.

Speech and Language Programmes

We are continuing to work closely with New Options and the NHS to provide speech and language sessions via zoom/Teams as well as providing families with any practical resources needed to complete the recommended activities. New Options is also working directly with the children accessing their resources directly and then liaising with our lead S&L ASA regularly.

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:

EYFS:

Teachers will acknowledge and comment on images of children engaged in learning shared on ClassDojo by parents.
Weekly phone call from the class teacher.

Years 1 to 3:

Teachers will acknowledge and comment on images of children's work shared on ClassDojo by parents.
Whole cohort feedback given a minimum of twice a week, in core subjects, during the teacher video.
Writing on Friday to be marked in-depth.
Weekly phone call from the class teacher.

Years 4 to 6:

Individual comments given to children, where needed, in core subjects. Whole cohort feedback given during the teacher video, if required.
Writing on Friday to be marked in-depth.
Weekly phone call from the class teacher.

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 families contacted in week 1 to ascertain if the family have access to devices and the internet.

DfE laptops and school laptops loaned to children who have no devices at home.

4G routers given to families who have no internet access at home.

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:

Families are to contact school (either through Teams chat, calling the school office or messaging on ClassDojo) to explain the issue. We will try to solve the problem remotely, initially. If this is unsuccessful, an adult will be invited into school between the hours of 9-10am or 2-3pm to give direct support.

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:

EYFS:

Phonics video assessment submitted by parents on ClassDojo on a Friday.

Years 1 to 3:

Friday writing to be shared on ClassDojo by parents and used as an assessment piece.

Friday maths activity to be an assessment of areas covered that week and returned to school via ClassDojo.

Maths Hub End of Unit assessment must be returned to school by parents via ClassDojo.

Phonics video assessment submitted by parents on ClassDojo on a Friday.

Years 4 to 6:

Done daily through monitoring of the work submitted on Teams.

Friday writing to be used as an assessment piece.

Weekly pupil progress meeting with each class teacher and SLT.

“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>