



## 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:**

#### **Foundation Stage**

The curriculum expectations for Foundation Stage is to provide around three hours work each day. Mathematics and Literacy (including phonics lessons) will be set every day. In addition, work from the other areas of learning will be set throughout the week

ensuring there is coverage of all areas of learning and taking into account the areas the data from Christmas highlighted as being weaker. The work is taken from the same curriculum the children would have been doing in school and designed around the needs of the cohort.

Work will include support for children who require it and challenge for children who are to be pushed into exceeding.

Daily reading will be completed by the home reading books being recorded in Tapestry. Children and parents are then encouraged to video themselves reading it then they get tagged in the next book up. Teachers are also reading the class text.

### **Key Stage 1**

The curriculum expectations for Key Stage 1 are to provide work daily in mathematics, reading, writing, phonics and handwriting. One Science lesson will be set weekly. In addition, further work will be set each day based on the current topic and the skills which were designed to be taught this term. There will be a minimum of three hours work set each day.

Work will include support for children who require it and challenge for children who are to be pushed into greater depth.

Daily reading will be completed through whole class reading text. The class text is on a PowerPoint for children to read. 60 second read challenges as cold comprehension. Stories being read to children via short videos.

### **Key Stage 2**

The curriculum expectations in Key Stage 2 are to provide work daily in mathematics, reading, writing, spelling / phonics and handwriting. One Science lesson will be set weekly. In addition further work will be set each day based on the current topic and the skills which were designed to be taught this term. There will be a minimum of four hours work set each day.

Work will include support for children who require it and challenge for children who are to be pushed into greater depth.

Daily reading will be completed by class text on PowerPoint or with larger texts each child has the class text at home.

Full school - School is currently looking into a banded online reading scheme to supplement the reading at home

## 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.

## 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 delivery and teaching expectations is outlined below:**

### Year 5 and 6

In Year 5 and 6 the large majority of teaching will be done through live lessons on Microsoft TEAMS. All children in these two year groups have access to a laptop and all have the logins what they need each day. Teachers will deliver live lessons in Maths, Reading, Writing and Spellings each day. The live lessons are from 9:15 - 12:15 each day. Further work is set for the afternoon in handwriting and other foundation subjects which the children do independently.

A work pack is also made which contains all the resources and worksheets the children need to complete. This work pack is available from the school office as a hard copy or from the school website to be downloaded.

Children can upload their work through Microsoft TEAMS or Seesaw (as this is a platform all the children have experience with) or they can send their written work back into school.

A register is taken at the start of each TEAMS session and support staff contact children straight away who are not online.

### Year 3 and 4

In Year 3 and 4 some live lessons will be pre-recorded and uploaded to a phase area e.g., YouTube We aim for a minimum of one pre-recorded input by teachers a day and further live teaching though sources such as The Oak Academy, BBC and other direct instructional videos. The instructional videos must link to the current curriculum the teachers are delivering rather than our curriculum being adapted to fit the instructional videos.

A work pack is also made which contains all the resources and worksheets the children need to complete. This work pack is available from the school office as a hard copy or from the school website to be downloaded.

Children can upload their work through Seesaw or email the teacher directly. They can send their written work back into school.

### Year 1 and 2

In Year 1 and 2 some live lessons will be pre-recorded and uploaded to a phase area e.g., YouTube We aim for a minimum of one pre-recorded input by teachers a day and further live teaching though sources such as The Oak Academy, BBC and other direct instructional videos. Phonics will be delivered daily through an instructional video done by the teachers for each phase of phonics. The instructional videos must link to the current curriculum the teachers are delivering rather than our curriculum being adapted to fit the instructional videos.

A work pack is also made which contains all the resources and worksheets the children need to complete. This work pack is available from the school office as a hard copy or from the school website to be downloaded.

We will also aim for teachers to upload 'story time videos' from classics children stories.

Children can upload their work through Seesaw or email the teacher directly. They can send their written work back into school.

### Foundation Stage

In Foundation Stage some live lessons will be pre-recorded and uploaded to Tapestry We aim for a minimum of one pre-recorded input by teachers a day and further live teaching though sources such as The Oak Academy, BBC and other direct instructional videos. Phonics will be delivered daily through an instructional video done by the teachers for each phase of phonics. The instructional videos must link to the current curriculum the teachers are delivering rather than our curriculum being adapted to fit the instructional videos.

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Children can upload their work through Tapestry or email the teacher directly. They can send their written work back into school.

### The Burrow, The Arc and The Wizards

In the resource provisions some live lessons will be pre-recorded and uploaded to an online video platform e.g., YouTube We aim for a minimum of one pre-recorded input by teachers a day and further live teaching through sources such as The Oak Academy, BBC and other direct instructional videos. Phonics will be delivered daily through an instructional video done by the teachers for each phase of phonics. The instructional videos must link to the current curriculum the teachers are delivering rather than our curriculum being adapted to fit the instructional videos. However, for some children in the provisions these strategies would not be successful. Each child's needs are identified and for some children individualised work will be the most appropriate.

A work pack is also made which contains all the resources and worksheets the children need to complete. This work pack is available from the school office as a hard copy or from the school website to be downloaded.

We will also aim for teachers to upload 'story time videos' from classics children stories.

Children can upload their work through Seesaw or email the teacher directly. They can send their written work back 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:

At Wansbeck any child with an EHCP is encouraged to attend school as a vulnerable child. If parental choice is that the child does not attend school along with the weekly check ins from the class teacher each child also has a check in with the SENCO. The SENCO will oversee the remote learning provision to ensure it covers the statutory provision as outlined in the EHCP. A risk assessment will also be completed alongside the parent/carer to ensure the provision can be met as close as possible to the EHCP.

For all children who are identified on the SEND register weekly planning and preparation of remote learning must take account their individual needs and work set needs to reflect their individual goals and targets.

In weekly check ins teachers need to ensure that the pitch of work sent to the children is right and that they are managing the challenge of work. Any extra resources that the children use in school must be sent home as a support for the children in their remote learning.

### **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:

Using the Seesaw and tapestry app teachers and teaching assistants check the work uploaded regularly.

Feedback is given online to their work. Within TEAMS live lessons feedback is given in the same way as within a classroom through the Chat function.

All work uploaded to the online platform must be acknowledged by a teacher or TA. On some work comments will be made. Staff will be using uploaded work to continually assess the children.

Work packs returned to school will be marked after being quarantined and will be added to the child's learning for the year alongside their books.

### **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 whole school audit has been completed prior to lockdown.

Through weekly check in parents to always be asked how they are managing with online learning

Any issues with technology are immediately brought to the attention of Sam and Rachel and a solution found with in school devices sent home to support children

All work is also given in an offline format for parents to access through work packs in case technology is a barrier to 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 can submit work through Microsoft Teams, Seesaw, Tapestry and via email directly to the teacher. Parents can also bring the work packs back to school at the end of the week when they collect another one for their teachers.

### **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:**

Assessing pupils progress in Year 5 and 6 will be through the direct teaching and feedback in the live lessons alongside the work the children submit. In all other year groups formative assessments are made to inform future planning and individual support through the work the children submit and from check ins with parents on how their child is doing. Summative assessments will be completed through short quizzes both online and within work packs.

### **"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>