

**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:**

All teachers will continue to deliver the curriculum in line with our school Covid Curriculum plan and will ensure the breath of subjects are covered in tandem with this wherever possible (resources dependant). The school will continue to deliver our thematic curriculum and learning will to centred around the topics as set out in our LTP. At Wheeler, one of the pillars that underpin our curriculum is ‘*A curriculum that promotes and educates for healthy mind and body’* and we willcontinue to promote well-being and PSHE during the school closure.

A Weekly timetable is to be uploaded to learning platforms on a Monday by 9am giving an overview of the week, this will include a brief outline of tasks. Tasks are then set daily. Daily activities will vary depending on key stage and include the following:

**FS2**

* Daily Phonics activity – filmed sessions and follow-up activity.
* Daily Literacy
* Daily Numeracy
* 1 other daily activity related to another area of learning EAD, U&W etc. (Indoor and outdoor)
* Pupils are provided with a reading book based on phonics phase and a library book for enjoyment/shared reading and these are changed on a regular basis.

**KS1**

* Daily phonics activity – filmed sessions and follow-up activity.
* Daily Literacy
* Daily Numeracy
* Daily Reading
* At least 1 foundation subject daily
* Y1 pupils are provided with a reading book based on phonics phase, levelled home reader and a library book for enjoyment/shared reading and these are changed on a regular basis. Reading will be supplemented with online texts and extracts.

Y2 pupils are provided a copy of the class read alongside a phonetically decodable reading book. Reading will be supplemented with online texts and extracts.

**KS2**

* Daily basic skills/spelling activity
* Daily Literacy
* Daily Numeracy
* Daily Reading
* 1 or 2 foundation subjects daily (dependant on length of task)
* Pupils are provided with a copy of the class read this will be supplemented with online texts and extracts. (Book banded reading books may be used to supplement this for pupils where it is required).

**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:**

The school uses a combination of platforms to deliver remote learning dependant on the age of the pupils in order to best suit their learning needs and styles.

The platforms used by the school are as follows:

As a school we use Marvellous Me to communicate with parents, share newsletters, updates and important information.

Work packs are available for those children and families that find ICT difficult and may have a language barrier and prefer paper copies.

All parents have access to contact teaching staff via school emails and via the phone on the schools number 01482 353125

**Platforms used to deliver remote learning**

FS – Tapestry - this is a known and established platform familiar to parents in F1 and F2 and allows for interaction between home and school.

KS1 – Marvellous Me – a familiar platform for parents and accessible

KS2 – Teams- implemented in Autumn 2020 and allows for interaction, chat function and is age appropriate

**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:**

As a school we will continue to have the same high expectations for remote learning as we do for learning in the classroom. To ensure that pupils are supported with their learning, set tasks or activities will be accompanied with a range of resources as appropriate. These may include the following:

* Good use of modelling through videos, additional power-points, models, good examples and quality learning resources.
* Links to supporting sites or where addition information can be obtained.
* Resources to provide support and challenge.

Teacher support and feedback

Staff will be available to be contacted during the school day to answer questions, provide feedback and support with any problems that may arise. Staff can be contacted on their school email address or via the phone using the schools’ number 01482 313125. In addition to staff contacting you regarding home learning, support and feedback parents will be contacted by a member of their child’s year group team or the emotional well-being team as part of our regular well-being check ins.

**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:**

* Appropriate, differentiated remote learning will be set for all children with complex and additional Special Needs, which closely aligns with the educational offer for all, but also takes account of their particular special needs and their particular aptitudes.
* Where appropriate, teachers will send specific tasks to children with SEND via email or post.
* Teachers will ensure that explanations are clear and build on previous learning, providing strong scaffolding and instructions.
* Teachers will 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.
* Children who find it hard to complete or engage in remote learning will be encouraged by setting adjusted and achievable targets and goals. Incentives such as increased choice over tasks and ways of completing tasks, opportunities to participate in preferred activities, and rewards on completion will be discussed and agreed with parents.
* Teaching Assistants will be available to work one to one to support children requiring additional support or input, either for a short period or on a regular basis where required.
* We will continue to work with external agencies and families during periods of remote learning (for example meetings may be held online or via conference call).
* Weekly welfare telephone calls will be made to families. During welfare telephone calls, staff will check how well pupils are accessing remote learning and will offer any support that is needed.
* The SENCO will do all that is possible to ensure that regular contact with outside specialist agencies and professionals is maintained and ideas, support and information is cascaded effectively.
* Families will be able to contact the SENDCO, Mrs C. Burrows, with any concerns they may have during remote learning periods – Contact Number : 01482 353125.

**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:**

* **IN EYFS** the children will be given feedback on their learning via Tapestry . This will be in the form of comments made by the teacher or support staff. In addition, a minimum of weekly call will be made by a member of the child’s year group team who will give verbal feedback and support on the child’s learning journey.
* **In Key Stage 1** pupils will be given feedback on their work and progress via Marvellous Me , emails and in addition a minimum of 1 phone call per week.
* **In Key Stage 2** work is marked and returned to children with appropriate feedback using Microsoft Teams as a platform, Pupils engage with continual feedback using the chat function during teaching time and a minimum of a weekly phone call to check progress and review learning is conducted via a teaching member of staff.
* Support staff across the school are assigned to bubbles and support and guide children with their learning either remotely or in school under the direction of the class teacher.
* A weekly celebration assembly and reward system will include both remote and ‘in house’ learners and this will be posted on Marvellous Me and Twitter

**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:**

As a school we have a supply of devices and sim cards to provide internet access to those who otherwise would not be able to access remote learning.

All pupils have been contacted to gather information surrounding their ability to access remote learning and all families who expressed a need have been catered for with the provision of a device, sim or both where required.

Initially one device per household was distributed to ensure that these could be distributed as fairly as possibly and where stock allows multiple devices will be distributed as required.

Where parents have expressed a preference to receive printed home learning pack the school will provide these to families on a weekly basis. The packs will contain the same content that would be delivered online and in cases where supporting materials are not accessible for these pupils, suitable alternatives will be provided.

**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:**

Pupil who are having difficulty submitting work are able to do so in the following ways:

* Emailing scans or photographs
* Sharing work via the school Twitter, Facebook page or in a direct message on our Facebook page
* Bringing work into the school office – this must be pre-arranged with the class teacher or school office to ensure a safe time is agreed. This can be left on the counter at the front desk, so no contact is required.

**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:**

This will be integrated into the teaching sequence for learning and match the ‘in school’ unit. Tasks are planned at both pre- and post-unit which will enable the teacher to ascertain a child’s level of understanding in relation to the key objectives.

In addition, pupils may submit specific assessment tasks or questions in relation to the work set. For EYFS and KS1 children at set points they will be asked to upload minuets which show a child’s progress in relation to reading and phonics (read aloud key word list or a phonic based reading book as set as the remote learning).

**“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>

* V 1 – Wheeler 14.1.2021