



Sutton Park Primary School

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 through Tapestry (FS), SeeSaw or Office 365 (Y5/6)
- KS1 and Y3: minimum of reading, writing, maths and phonics
- KS2: minimum of reading, writing, maths, gps
- Wider curriculum topics links – broken into small steps
- Differentiated packs for SEN children

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:

- Where possible, we will teach the same curriculum remotely as we do in school. This may be supplemented by the use of printed, ready prepared resources if only a small number of children are isolating.
- A weekly timetable will be produced by the class teacher with the weekly expectations.
- Work will be uploaded daily to child's account either Tapestry (FS), SeeSaw or Office 365 (Y5/6).
- Video clips – where appropriate to use National Oak Academy or White Rose, YouTube clips can be used if needed and are appropriate.
- Reading Eggs for FS/KS1 and some older SEN children.
- Work packs can be printed if requested by parents.
- SEN children will be provided with differentiated work packs (marked Yellow pack). Other sessions, for children not in school, will be offered over Zoom. These will include Social skills, speech and language therapy and precision teaching.
- During periods of national lockdown, teachers will plan for and deliver a twice weekly check-in session for their class via zoom.

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:

- All work uploaded to online platform is acknowledged by the teacher and feedback given if appropriate.
- Parents have been given the contact details for the class teacher and can seek further clarification if needed.

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:

- SEND children will be provided with differentiated work packs (marked Yellow pack).
- Other sessions, for SEND children not in school, will be offered over Zoom. These will include Social skills, speech and language therapy and precision teaching.
- Children with EHCP's will be encouraged to attend school during a period of lockdown. Risk assessments will be completed for these children not attending and support will be put into place to ensure that their needs are still being met.
- Some high needs SEN children (who do not have an EHCP) will be invited in school for sessions.
- Voice note feedback given to SEN children if appropriate.

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:

- Daily communication between teacher and child through learning platform.
- Work completed by children responded to by teacher daily – this may just be an acknowledgment.
- Weekly spelling test and times table tests.
- Children in KS1 and Year 3 record reading and upload to SeeSaw.

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:

- Children without devices have been loaned a device from school.
- Teachers support parents with uploading work to the online platform.
- Printed work packs provided if needed.

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:

- Majority of children upload work onto online learning platform – advice given on how to do this, including uploading a photo of work.

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:

- Weekly spellings/ timetables
- Feedback – teacher questioning on completed work
- UKS2 – begin to introduce quizzes on teams
- Weekly recording of children reading
- TA delivery of S< sessions, precision teaching online will give assessment information regarding SEN children.

“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>