



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 includes-

- 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 setting clear expectations 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 KSI, 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 KSI 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 approach at Gilberdyke is outlined below:

- Pupils will receive remote learning daily in line with guidance – a minimum of 3 hours for KSI and a minimum of 4 hours for KS2 (including a minimum of 2 hours for F2).
- Daily lessons will include English (reading, writing and where appropriate phonics and spelling) as well as maths and at least one other National Curriculum subject.
- The remote lessons provided will be very closely matched to the school's planned curriculums for English and Maths. We follow a thematic approach to the curriculum and this will be reflected through remote learning.
- Whether learning in the classroom or at home, pupils will follow the same curriculum/teaching sequences.

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 approach at Gilberdyke is outlined below:

- Pupils will use electronic platforms to access remote learning. For EYFS and KS1 this will be Seesaw. For KS2 this will be Microsoft Teams.
- Some resources will be provided eg. reading texts, maths resources, textbooks.
- Pupils will record their learning via electronic sheets provided through MS Teams or in an exercise book or by voice recordings and videos.
- It is expected that completed work is uploaded onto the child's learning platform for staff to view. This can be done by 'submitting' documents on MS Teams or uploading photos/videos/voice recordings onto Seesaw.

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 carers regarding home learning and to provide timely feedback on completion of work.

Our approach at Gilberdyke is outlined below:

- All lessons will contain some direct instruction related to the learning objective. Some will be provided through recordings by the teacher/school staff and others will be through prepared, recorded lessons available online eg. Letters and Sounds for phonics or Oak National Academy.
- Pupils and parents can send messages related to their child's learning/accessibility via Seesaw or MS Teams. Alternatively, parents can phone the school or email queries or questions to: enquiries@gilberdykeprimary.co.uk. Staff will respond as soon as they are able to during working hours.

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 approach at Gilberdyke is outlined below:

- Pupils with SEN support plans or Education Health Care Plans (EHCPs) will be provided with learning opportunities linked to their targets in addition to the core curriculum remote learning offer.
- Parents can email or phone Mrs Joplin as a point of contact with any queries/questions relating to their child's remote learning provision.
- Where it is not possible to deliver provision relating to specific targets and needs, eg. social groups, a member of staff will communicate with families and provide support materials.

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 approach at Gilberdyke is outlined below:

- All KS2 pupils have school email addresses and are logged onto MS Teams using these.
- We are not able to provide feedback for every piece of work produced. Feedback about your child's learning will be provided regularly. It may be individualised or relating to the whole class. It will be provided in any of the following ways:
 - Typed messages on Seesaw or MS Teams to your child's account
 - Phone call
 - Voice messages uploaded to Seesaw/MS Teams to individuals or whole classes
 - Through 1:1 or whole class Zoom meetings
 - Through the daily MS Teams meeting (KS2)
 - An explanatory video
 - Shared marking during a class online meeting

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 approach at Gilberdyke is outlined below:

- School have identified and contacted families where this may be an issue following a whole school audit.
- Parents are advised to contact school if this becomes an issue once remote provision has been started.
- School will support and work with families where there are several siblings all needing access to devices if we are unable to provide additional laptops/tablets.

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 approach at Gilberdyke is outlined below:

- All KS2 pupils can upload via MS Teams – including uploading photos, submitting online recording forms they have completed and sharing their work during the daily Teams call if uploading is an issue.

- Via weekly phone calls, KSI and EYFS families can share/submit and talk through work if there are difficulties in submitting via Seesaw.

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 online access, including through distribution of hard-copy versions.

Our approach at Gilberdyke is outlined below:

- Assessment will be used to inform planning and subsequent teaching as per usual practice. This may take the form of flashcards, quizzes, verbal questioning, assessment questions as well as others.
- Assessments may be made in the following ways:
 - Through 1:1 Zoom sessions
 - Through the daily Teams meetings
 - By uploading a child's independent assessment/work to Seesaw/Teams
 - By uploading photographs
 - By speaking to the child on the phone

“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>