

ACE Approach to Remote Learning

This approach has been produced to provide a coherent framework from which all staff, pupils and parents/carers can develop a consistent and effective approach to home learning. It has taken into account the EEF guidance on remote learning: <https://educationendowmentfoundation.org.uk/news/eeef-publishes-new-review-of-evidence-on-remote-learning/>

- ✓ The quality of remote teaching is more important than how lessons are delivered. For example, new learning builds clearly on pupils' prior learning
- ✓ Access to technology is key, especially for the disadvantaged
- ✓ The ability for children to interact with one another, e.g. through peer marking, can boost impact
- ✓ Monitoring progress, assessing learning and providing feedback is key.
- ✓ Support and strategies to enable children to work independently is also helpful.
- ✓ Different approaches to remote learning suit different types of content and pupils.

This does not replace schools' homework policies but provides a minimum entitlement in the event of children (or their families) and staff needing to self-isolate. We understand that wellbeing of our school communities is paramount, and we will continue to listen to them, understanding the wide-ranging challenges for all.

Remote learning – [DFE expectations](#) (updated January 2021)

In developing their remote education, we expect schools to:

- *teach 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 so that pupils can progress through the school's curriculum*
- *select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at [Get help with technology - GOV.UK \(education.gov.uk\)](#)*
- *overcome barriers to digital access for pupils by:*
 - *distributing school-owned laptops accompanied by a user agreement or contract*
 - *providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.*
- *It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.*
- *have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern*
- *identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education*
- *publish information for pupils, parents and carers about their remote education provision on their*

website by 25 January 2021 – an optional template is available to support schools with this expectation.

When teaching pupils remotely, we expect schools to:

- set meaningful and ambitious work each day in an appropriate range of subjects
- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day
 - Key Stages 3 and 4: 5 hours a day

Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of schooled video content.

- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - providing scaffolded practice and opportunities to apply new knowledge
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - avoiding an over-reliance on long-term projects or internet research activities

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.

We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.

Additional links for remote learning:

[Restricting attendance in the national lockdown](#): schools (DFE 6th January 2021)

[What's working well in remote education](#) (DFE 11th January 2021)

[Review your remote education provision](#) (DFE 12th January 2021)

Links for delivering remote education safely:

[Safer Remote Learning](#) (SWGfL)

[Online safety and safeguarding](#) (LGfL)

[Safeguarding and remote education during coronavirus](#) (DfE April 2020)

Academy for Character and Excellence Aims:

- To ensure our 'Curriculum for Excellence' and our vision for education continues to be implemented even when children are unable to be in school
- To promote a responsibility for learning within each pupil
- To support parents/carers in their roles as educators and guides for their children
- To enable pupils to understand that independent learning is vital to achieving success
- To instil in all pupils the importance of life-long learning
- To provide support for pupils and parents in planning and organising time
- To ensure home learning activities are stimulating and challenging and effectively supported through high quality learning and teaching in the classroom whenever possible.

Principles for Home Learning – September 2020

- ✓ Teachers will continue to follow their curriculum plans where possible, implementing learning enquiries which can be studied at home. In some instances, these will be simplified where there is a need to do this.
- ✓ We will use our websites and Class Dojo to stay connected with children who are learning at home and their families.
- ✓ Wherever possible, we will upload recorded videos of lessons or use 'Zoom' to ensure that all children continue to benefit from high quality teacher pedagogy.
- ✓ We will use Class Dojo as a means to review children's work and provide feedback to children, and to assess next steps.
- ✓ Opportunities will continue to be found to ensure Character Education and the development of metacognition are taught and practiced within the context of the acquisition of knowledge.
- ✓ Where possible, teachers will provide training videos for parents to support them in their roles
- ✓ Schools will send out initial contact forms or call families and record on an initial contact form to ascertain home circumstances, technology available, support available and contact details.
- ✓ We will continue to prioritise pastoral care, seeking out opportunities to support our school communities

Expectations and Responsibilities of our Learners

- Recognise the value of home learning in supporting their classroom learning and progression, making time to complete home learning to the highest standard possible.
- Practise and build on what you have learned in School, using your thinking tools and reflections to guide your learning
- Use the strategies you have been shown in school to help you with your learning
- Remember the school values and how they help us with our learning too.
- Show responsibility for your own learning. What are you able to do independently?
- Plan and organise your own time, with support.

Expectations and Responsibilities of the School and Staff

- Teachers should make initial contact with parents/ carers in order to assess the individual situation and identify whether children can safely stay at home or whether they should be in schools.

- Teachers should quickly assess any needs around technology and ensure that arrangements are made for Chrome books to be distributed where necessary and for any learning login details to be shared with children and families.
- Teachers should create home learning tasks which link to their planned Mathematics, English and ongoing Learning Enquiries
- Teachers should communicate tasks and deadlines clearly to both pupils and parents via Class Dojo or the school website and ensure that the work is manageable and achievable for families and individuals.
- Teachers will provide appropriate materials and online resources to complete home learning.
- Teachers will provide parents and carers with the knowledge, understanding and tools which they need in order to effectively and confidently support their child. This will include training videos, where appropriate.
- Where appropriate, teaching assistants will also set learning tasks and will support teachers in maintaining contact with pupils and providing feedback via Class Dojo.
- Teachers will ensure support is available for pupils who need space, time or further advice to complete home learning tasks.
- Staff will make regular phone calls to vulnerable families and to families who are not engaging with home learning.
- Feedback should be delivered promptly, either to individuals, groups or the whole class to aid progression and develop an understanding of next steps.

Expectations and Responsibilities of Parents and Carers

- Create a calm environment which supports time management, a quiet space and provides appropriate resources.
- To support your child in planning and organising their time.
- To be aware that continued education is vital and those children/parents not engaging disadvantage their child (we understand sometimes there will be good reason for this)
- Regularly review progress when possible with conversations about learning, reminding and prompting children when appropriate.
- Ensure the school know of any technological issues or needs or any resources that are not attainable
- Engage with various school documents and support given by teachers including the parent's guidance page which can be found on the school website
- Contact the school to seek further support or advice if needed, especially if struggling to engage a child in home learning.

Below is an outline of how we will continue to ensure learning is in place for all our children when not in school. We understand that at times children and/or their families may be poorly and that home learning may not be possible for very short periods of time. We have used the following research to guide our approach: <https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>. We have also considered what worked well for our pupils during the March to July lockdown and considered pupil, parental and staff feedback.

Our offer to children when learning at home

Minimum Offer

We will ensure the following provision is in place for all children if they have to learn at home, regardless of the numbers of children self-isolating, or the duration of the absence.

Children will be provided with learning that is aligned to the learning that is happening in school.

We will use our learning platform, **Class Dojo**, to upload lessons, set work, collect children's assignments, assess and provide feedback and communicate with families.

Children will be provided with home-learning packs and a suggested timetable to ensure the appropriate sequence of learning, ensuring equity with the children learning in school.

When work is completed, the children will photograph it and upload it to their portfolio on **Class Dojo**.

Teachers will share SMART notebooks or PowerPoint slides which are being used in school, where possible with recorded teacher narration or video.

We will consider using resources from Oak Academy where they support or complement our existing planning.

In addition to this our children and their families can access information about home learning on the schools' websites.

<u>Reading and phonics</u>	<p>Our children learning at home will be provided with reading books as usual and will continue to have access to Accelerated Reader so that they are able to quiz and monitor their progress in reading.</p> <p>They also have access to Rising Star and Oxford Owl books online.</p> <p>The children will be able to access phonics videos and associated phonics resources including resources available from Read Write Inc in our schools which follow that programme.</p> <p>Children will be able to practise and improve their comprehension using resources from Cracking Comprehension, Rising Stars and Testbase.</p> <p>RWI phonics videos can be used to revisit or teach new knowledge.</p>
<u>Literacy and Writing</u>	<p>Children will be provided with writing objectives and tasks, linked to their overarching learning experience. for the coming week.</p> <p>Sharing of SMART notebook/ PowerPoint, where possible with recorded teacher narration.</p> <p>Children will also be provided with punctuation and grammar tasks linked to their writing or main learning experience.</p> <p>Children will be provided with handwriting tasks</p> <p>We have a trust wide subscription to Spelling Shed and children will have access to resources on this at home. Some schools also have Literacy Shed.</p> <p>We may possibly use lessons in the same genre from Oak Academy</p>
<u>Mathematics</u>	<p>We use the premium White Rose Mathematics resources to support our mathematics planning and teaching.</p>

	<p>When children are absent from school, teachers will share White Rose video links and learning objectives with resources via Class Dojo, assigning work to individual pupils.</p> <p>Pupils may be given additional Maths resources to use at home (eg Collins Maths books)</p> <p>Our schools have subscriptions to online resources available from Times Tables Rock-stars, Numbots, Maths Shed and My Maths all of which can be drawn on to set work for children learning at home.</p>
<u>Religious Education</u>	<p>In our Church schools RE is a core subject, and children will be set learning tasks, each week to reflect the same learning that is happening in school. We follow the Devon and Torbay agreed syllabus for RE and draw on the Understanding Christianity resources to support this.</p> <p>Sharing of SMART notebook/ PowerPoint, where possible with recorded teacher narration.</p> <p>The trust has a subscription to NATRE, which has lots of quality resources which can support RE lessons at home.</p>
<u>All other Subjects</u>	<p>Our 'Curriculum for Excellence' is organised into learning experiences which allow for an in-depth study or one or two subjects in each unit of work. We have mapped out coverage of all National Curriculum subjects, identifying sequence and progression of units.</p> <p>If children have to learn from home, they will continue to learn through the same 'Learning Experience' being studied at school, and provided with learning tasks to enable them to acquire knowledge and deepen understanding.</p> <p>Our curriculum intent involves the children acquiring a blend of subject knowledge, development of character and explicit teaching of metacognition.</p> <p>Sharing of SMART notebooks/ PowerPoint, where possible with recorded teacher narration.</p> <p>Use of Oak academy for standalone lessons where appropriate.</p>
<u>Ethos and Church School Distinctiveness</u>	<p>Headteachers, Senior leaders or class teachers to video Assemblies and Collective Worships and share online on school websites or in Class Dojo.</p> <p>See separate Church schools' guidance on Collective worship from the Diocese of Exeter.</p>

Enhanced Offer

When we have capacity to do so, we will offer the additional support to enhance the minimum entitlement outlined above. We will try our best to offer this when we have larger groups in self-isolation, bubbles working at home, or teachers self-isolating.

- ✓ Children will record their learning in their Learning Journal, which will be delivered to the home.

- ✓ Children will be invited to join in with live lessons, in groups or as a class, via Zoom or Microsoft Teams
- ✓ Parents will have access to videos to enable them to better support their child's learning
- ✓ Children will have access to videos of the reading of the class novel

Flourishing - Pastoral Support

Teachers will call families each week to ensure learning is continuing.

Admin, Pastoral care and SEND team will make calls daily to vulnerable families and to families who are not engaging with home learning.

A running log will be kept to record details of the calls. Any concerns will be logged on CPOMs.

Messages can also be sent via Class Dojo or text to parents.

Children who are in receipt of pupil premium will receive a food parcel.

<https://www.gov.uk/guidance/pastoral-care-in-the-curriculum>