



## **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/eef-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**

#### **Guidance for Full Opening: Schools (updated 1<sup>st</sup> October 2020)**

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge 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
- enable 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
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

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. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

### **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, 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- this will include challenging if COVID-19 symptoms are not being displayed and setting expectations for home learning.
- 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 daily 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 Entitlement

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.

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.

Use of Oak Academy?

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

<p><u>Reading and phonics</u></p>	<p>Our children learning at home will be provided with reading books as usual and will continue to have access to <b>Accelerated Reader</b> so that they are able to quiz and monitor their progress in reading.</p> <p>They also have access to <b>Rising Star</b> and <b>Oxford Owl</b> books online.</p> <p>The children will be able to access phonics videos and associated phonics resources including resources available from <b>Read Write Inc</b> in our schools which follow that programme.</p>
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	<p>Children will be able to practise and improve their comprehension using resources from <b><i>Cracking Comprehension, Rising Stars</i></b> and <b><i>Testbase</i></b>.</p> <p>We will encourage children to have a Reading buddy which they can meet online  We will select relevant lessons from OAK academy  <a href="https://www.thenational.academy/">https://www.thenational.academy/</a>  Phonics lessons will be recorded and we will use the ReadWriteInc phonics videos on line</p>
<u>Literacy and Writing</u>	<p>Children will be provided with writing objectives and tasks 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 <b><i>Spelling Shed</i></b> and children will have access to resources on this at home. Some schools also have <b><i>Literacy Shed</i></b>.</p> <p>We may possibly use lessons in the same genre from <b><i>Oak Academy</i></b></p>
<u>Mathematics</u>	<p>We use the premium <b><i>White Rose Mathematics</i></b> resources to support our mathematics planning and teaching.</p> <p>When children are absent from school, teachers will share <b><i>White Rose</i></b> 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 <b><i>Times Tables Rock-stars, Numbots, Maths Shed</i></b> and <b><i>My Maths</i></b> 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 <b><i>Devon and Torbay agreed syllabus for RE</i></b> and draw on the <b><i>Understanding Christianity</i></b> 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 <b><i>NATRE</i></b>, which has lots of quality resources which can support RE lessons at home.</p>
<u>All other Subjects</u>	<p>Our <b><i>'Curriculum for Excellence'</i></b> 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 <b>Oak academy</b> for standalone lessons where appropriate.</p>
<p><u>Ethos and Church School Distinctiveness</u></p>	<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>