

# Inspire Partnership Remote Education Guidance

## Principles of Remote Education

Blended learning is understood as a approach that combines learning in school with distance learning, including online learning. Across all our schools we expect blended learning to be in place so we can provide learning opportunities through remote teaching to our pupils should any of our pupils be required to learn from home due to COVID 19.

Below we have listed several scenarios which will require schools to offer remote learning. These descriptions also set out our trust expectations and plans for cross-trust collaboration to ensure we are working in a strategic way.

### 1. Self-isolating

- Children will be provided with 10 days of learning that links to provision on offer in school
- Each curriculum hub will create half termly packs. These packs will be mapped out for each week of the half term and uploaded to the school website at the start of any new half term (N.B any old learning should be removed). Teachers will need to complete the remote learning packs as part of their MTP days across the partnership. As each pack will follow the journey of the MTP it is expected that there will be a clear teaching sequence evident and a range of subjects will be included: English/Maths/Reading/Phonics/Curriculum/Science/Art
- Weekly home learning packs should be approximately 3 pages in length
- It is important for schools to consider access to resources and therefore spare exercise books and pencils may need to be sent home to support pupils
- Schools will need to have plans in place for reading at home during periods of self isolation. We would expect schools to send books home for pupils to read. This provision should include appropriately levelled books and opportunities to read for pleasure, just as we would in school. Additionally, we would expect that the child's reading log is completed daily
- Schools will need to ensure they maintain regular contact with families of pupils that are at home. Systems for this should be agreed at school level to ensure consistency for all families. More regular 'check-ins' should be in place for the most vulnerable pupils and schools should give careful consideration to pupils who require extra safeguarding or pupils with additional needs  
This contact with families is an important way to check in on progress being made with the learning and provides an additional layer of support so families fully understand the learning expectations

- If children require resources/learning to be printed then we would expect schools to co-ordinate this and deliver the learning packs in a safe way
- For children entitled to benefits related free-school meals eligibility, schools are to work with their catering teams to make arrangements for this provision to continue
- A review of the child's learning should be completed by the teacher when they return to school so they can be aware of knowledge gaps that exist

## 2. Bubble Collapse/ National/local Lockdown

- As above and to also include...
- Schools are expected to select an appropriate online platform for both the weekly home learning packs and pre-recorded videos to be uploaded. Additionally this platform needs to have the facility to enable feedback between the teacher and the learners. For example it may allow children to submit learning that the teacher can review. It should be simple, safe and easy for parents to use. Ideally all resources linked to home learning should be in one location that is easily accessible and well-signposted. Written communication will need to be sent to parents by 23<sup>rd</sup> October providing clear instructions for use and setting expectations.
- Staff who are isolating will create daily lessons that can be uploaded to the school's platform using PowerPoint and voice overs. The aim of this is to provide the children with explicit modelling and scaffolding of key concepts. The lessons will be bite size chunks where key vocabulary, key concepts/modelling and scaffolds are made visible for the children.
- There will be four lessons per day, English, Maths, Phonics for EYFS/KS1 and Reading for KS2. These bite size lessons will be uploaded at the start of each day by 9.00am
- This will be supplemented with at least 1 daily Zoom opportunity to answer any questions the children have about the learning set. These sessions will also provide a platform for feedback opportunities. It is important that schools timetable these in advance so that each year group session is held at a different time enabling families with one-device can access everything (see example timetable below)
- During the Q&A sessions teachers can pose questions requiring pupils to consider multiple factors, opinions and outcomes, enables them to formulate their own opinion. These questions coupled with modelling from the teacher, will support the child to articulate their thought processes, including justifications for their conclusions.
- Modeling of learning will be made explicit through modelling e.g videos, voice overs to support and powerpoints, live learning sessions.
- Teachers will need to ensure they are communicating with their classes using the schools preferred method of communication which could include: e-mail, Google classroom/Zoom/telephone calls. Schools will need to ensure that that chosen method of communication enables a clear feedback loop

- Upon return to school, all books/learning will be reviewed by the teacher who will then adapt the mid-term plan accordingly
- There should be weekly phone calls to all families with two or more weekly phone calls to vulnerable pupils
- It is important that we maintain a sense of community with parents/cares and children. Encouraging and enabling interaction between pupils, parents, carers and staff can help them to feel part of a community. This should include continuing school rituals such as assemblies, story time and sending newsletters

### Q&A and feedback session timetable

#### Zoom Session 1

Class		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feedback		10:30	10:15	9:15	9:00	10.00	9.30 (10 on Mon & Fri)

#### Zoom Session 2

Class	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feedback	1:15	1.30	1.45	2:00	2.15	2.30	2.45

### Organisation

On the last Friday of each half term, schools will upload the homework documents to the school website by 4pm. They will be uploaded onto the home learning section on the website and the school's chosen platform. For Autumn 2 the first three weeks will be completed by Friday 23<sup>rd</sup> October and the remaining weeks will be uploaded Monday 2<sup>nd</sup> November 9.00am.

For Bubble/Regional or National lockdown schools must upload the videos by 9.00am each morning.

Home learning will be completed during the medium term planning days. Hubs will work together to complete this.

#### Hub

A. Delce/Woodhill/Maundene & Elaine	B. Foxfield & Rockcliffe Manor	C. West Thornton/Woodside & Forest
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Planning will be located at **Inspire Schools Share > Blended Learning > Hub A, B or C > term > Year**

### **Quality Assurance**

The home learning will be quality assured by leaders across the hubs at the same time as the detailed medium term plan is being reviewed. School leadership teams will give teachers feedback on the quality of the powerpoints being uploaded to Youtube.

### **Tailoring the remote curriculum for pupils with SEND**

Consideration will need to be given to how remote education approaches can be tailored to ensure the content is accessible to pupils with special educational needs and disabilities (SEND), including children who are in receipt of SEN support. TAs may need to produce personalised learning packs that meet specific needs appropriately.

### **Including links**

When planning please ensure that there is variety of online and offline resources (to support children with limited internet access). It is important to consider that the links support the learning and are not reliant on children accessing them. If the link is essential to the learning please provide screen shots/written contexts/images to support the children alongside.

### **Access to printers**

Where possible, limit what needs to be printed as not all homes have access to a printer. Think about ways to adapt tasks such as labelling or cutting and matching activities so that these children can still access the learning.

### **Parents as teachers and children as independent learners**

Remember that parents are not trained teachers and may not have all the subject specific vocabulary and knowledge that we do. Consider how best to present the learning so that parents can be successful in supporting their child. Additionally, consider ways that the activities can be accessed by children independently and without adult support. For example, this may include a glossary of key vocabulary, a screenshot of methodology, a step by step guide and photos of modelling.

### **Depth and character skills**

Learning should include opportunities for children to elicit depth. Examples of this may include relating learning back to themselves and applying it to wider contexts, use of sticker prompts (such as the English, Maths and Science stickers), evaluating strategies/methods/answers, reflections using the character skills and evaluation of their own learning.

## **Safeguarding and Child Protection**

School to refer COVID-19 school closure arrangements for Safeguarding and Child Protection (to be read in conjunction with the Safeguarding and Child Protection Policy)

