

Hackwood Primary Academy- Remote Learning Strategy Guidance

This remote learning strategy guidance is for **parents, pupils and staff**. The strategy considers the following question:



What are the optimum conditions and approaches to education that will:

- Enable children to learn
- Teachers to teach
- Parents to support with remote learning

We acknowledge that:

- at this time, some children/ families will not have differing levels of access to devices and connectivity, although we are working hard to address issues around access to technology.
- children of different ages will need different approaches to remote learning.
- parents are in a variety of positions to support their children with home learning.
- staff may need additional support to deliver home learning through technology as this is a new way of working.

HHackwood Primary Academy will aim to fulfil its commitment to high quality home learning by:

- gathering **accurate information** on pupil's ability to access remote online learning.
- taking into account the **views of pupils** when reviewing our approaches to home learning.
- responding to **parent feedback**.
- ensuring that **pupils without access to technology** (eg. tablet, laptop or Wi-Fi) will be able to access learning, through device allocation, an offer of a school place, through a variety of learning tasks that are not always screen reliant and the offer of paper packs.
- **supporting teaching staff** with remote home learning, provide clear guidance, listen to staff feedback and be mindful of teacher workload
- **linking** home learning to the taught curriculum
- using **research** on remote learning to inform our strategy
- **supporting teachers** in this new way of working and being mindful of any impact on workload and wellbeing

What the research says?

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

'Best evidence on supporting students to learn remotely' Education Endowment Foundation, April 2020.

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

We have used the following document to help formulate our remote learning strategy. [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for schools/Linking learning - home learning support from mainstream schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Resources%20for%20schools/Linking%20learning%20-%20home%20learning%20support%20from%20mainstream%20schools.pdf)



THE HACKWOOD APPROACH TO REMOTE LEARNING

How will work be accessed and submitted?

-A home learning grid will be uploaded for parents and pupils to view via on the school website with a link sent through on School Spider (at the end of the week prior to learning).

-A remote learning grid will include a range of daily tasks, aligned to the full curriculum and including links to the Purple Mash 'ToDos'.

-Work packs will be provided upon request as well as a limited number of devices which are available.

WHEN IS LEARNING PROVIDED?

Please refer to 'individual academy approach and expectations' (see table overleaf)

WHAT WILL LEARNING LOOK LIKE?

-Most learning will be presented in a grid format with a mixture of online/ technology-based learning and tasks that do not require technology.

-As well as our Teams check-ins (in the event of lockdown or bubble closure) we are providing links to taught video sessions. These maybe delivered by our own teachers or sourced from our educational partners including the National Oak Academy.

-Pupils and parents have fed back that non-screen-based learning is also of value and we agree. Play based and creative learning is good for all children especially younger pupils.

Our online offer includes the Purple Mash Learning Platform, Accelerated Reader (MyOn), Times Table Rock Star, Numberblocks, Phonics Play, Oxford Owl, Oak Academy, BBC learning

Non technology-based learning:

- Active learning
- Creative learning
- Play-based learning
- Learning together: speaking and listening to each other
- Social and Emotional Learning (including Thrive activities)

HOW DO WE ENCOURAGE CHILDREN TO LEARN?

- Motivate children by planning engaging activities linked to the curriculum
- Promote self-led learners (metacognition) through research tasks and applying knowledge and skills
- Provide daily face-to-face interaction (in class or online check-in via Microsoft Teams) with adults and peers, to explain the tasks

MICROSOFT TEAMS CHECK-IN:

In the event of a bubble closure or lockdown, we will have a daily check-in session on Microsoft Teams (link sent via email).

Duration: no longer than 30 minutes.

Purpose: to facilitate social interaction, explain and discuss the day's learning tasks, model an element of learning, make links to previous learning, acknowledge work submitted, motivate the children and encouraging ownership.

This approach has significant benefits to pupils as seen in research.

- The sessions will provide **peer interactions** which the research shows to be motivating for remote learning.
- The sessions will help provide strategies and **motivation for the pupils to work independently.**
- By having a morning check in, **routine would be provided for our families** many of whom previously, in lockdown, struggled with very late mornings.

Although the check-in sessions are primarily for children, parents are also invited to attend. See our 'Staff-Parent-Pupil Guidance' for safeguarding controls for virtual sessions

HOW DO WE CHECK FOR UNDERSTANDING AND ENGAGEMENT?

- Daily check-ins provide an opportunity to discuss learning and check for understanding.
- Purple Mash: pictures of work can be uploaded. Comments from parents and children regarding learning.
- Purple Mash: set tasks can be uploaded and/or completed online.
- Monitor use of MyOn and TT Rockstars
- If teachers have concerns about the level of engagement, then the class teacher (or another member of staff) may communicate with the parent via Purple Mash or a phone call to offer support to the parent/carer and child.
- Teachers and leaders will keep a record of engagement.
- Please note that at times the class teacher may be unwell due to the virus. The academy will aim to fulfil our remote learning commitments as soon as possible and keep you fully informed.

HOW DO WE SUPPORT CHILDREN WITH DIFFERENT NEEDS?

Our Universal Offer:

Some children may need a more personalised approach to home learning. This may include children with SEND and/ or EAL.

We are developing our expertise around technology to support learners with different needs.

Please contact the class teacher if you need any additional guidance around supporting your child with learning.

Teachers are supported by the SENCO, SEND team and teaching assistants, many of whom have specialist skills.

Where appropriate, a basic skills pack may be provided.

Children with an EHCP will be offered a school place in the event of a partial school closure.

HOW DO WE SUPPORT PARENTS TO SUPPORT THEIR CHILDREN?

- Daily check-ins with children to share and explain learning.
- Providing video links to modelled lessons
- Availability on Purple Mash to communicate with and respond to parents and children regularly
- Respond to parent feedback
- Provide support to families who require it (including well-being support)
- Opening school to meet the needs of the community
- Providing devices and/or additional data to families who require them
- Providing some non-IT based learning and paper packs (to support families with multiple children in school and/or lack of devices available at home)
- E-safety support and guidance
- Parent contact calls, at least half termly for all pupils during partial school closures and more often if needed.
- Staggered check-in times for the Live session through MS Teams

**Please note that teachers and TAs will be teaching classes during partial school closures and teachers are encouraged to only communicate during their working hours.*

Individual Academy Approach and Expectations - Guidance for Teaching Staff

1. Normal (non-Covid) school provision	2. Covid provision with school fully open	3. Covid provision with school partially open	4. Covid provision with school partially open but entire bubble(s) isolating
<p>All children in school, homework set and work could be set if an individual needed it for long-term illness.</p>	<p>One or more children self-isolating but majority of class in school – weekly ‘isolation’ grid sent for home learning but with less detail.</p>	<p>School only open to children of critical workers and those identified as vulnerable. Blend of in-school and remote learning using same planning grid and resources.</p>	<p>No children from closed bubble(s) in school – remote learning* for all learners affected. Bubbles in school that are unaffected continue with provision in (column 3). *Teachers affected by a bubble closure should continue to plan and set learning for the children in their bubble to complete at home, as long as they are fit and well.</p>
<p>Home learning content</p> <ul style="list-style-type: none"> • A half-termly home learning grid is shared with weekly essentials to support pupils practising basic skills (e.g. reading, number skills) and activities to support the wider curriculum. • Teachers make use of existing resources wherever possible - Purple Mash, Oak Academy, BBC Bitesize. • All pupils will be expected to read at home daily for approx. 15 minutes and be given either appropriate reading books or directed to online books via MyON. They are encouraged to also quiz at home if they can to develop reading comprehension – to be introduced to Hackwood in February 2021. • In EYFS and KS1, children are given age-appropriate activities from phonics-based tasks, Phonics Play, PDF books, “Teach Your Monster to Read” and stories read online. 	<p>Home learning content</p> <ul style="list-style-type: none"> • A weekly home learning ‘isolation’ grid is shared, with maths and English activities linked to in-school provision and which supports the half-termly curriculum home learning grid. • All pupils will be expected to read at home daily for approx. 15 minutes and be given either appropriate reading books or directed to online books via MyON. Children are encouraged to quiz at home, to develop reading comprehension. • In EYFS and KS1, children are given age-appropriate activities from phonics-based tasks, Phonics Play, PDF books, “Teach Your Monster to Read” and stories read online. 	<p>Home learning content</p> <ul style="list-style-type: none"> • A weekly home learning ‘lockdown’ grid is shared with Maths, English and wider curriculum activities to be completed in parallel with that of school-based peers. • Teachers should plan tasks that match the curriculum that would have been taught in school. This should match the needs of the class and the frequency of engagement. Activities should move learning on and not just consolidate prior knowledge and understanding. • Class teachers will provide a daily Teams check-in for all children to check on welfare, explain the daily tasks and answer questions. • Each day teachers will plan an activity for English, Maths and a wider curriculum subject. A link to a short input video will be provided for the daily maths or/and English lesson. There may also be an input video provided for the wider curriculum subjects. These teaching input videos may be from one of our partners or national providers eg: Oak Academy/BBC Bitesize/ White Rose Maths or a recording produced by a member of school staff. • All pupils will be expected to read at home daily for approx. 15 minutes and be given either appropriate reading books or directed to online books via MyON. Children are encouraged to quiz at home, to develop reading comprehension. • In EYFS and KS1, children are given age-appropriate activities from phonics-based tasks, Phonics Play, PDF books, “Teach Your Monster to Read” and stories read online. • To further supplement this, class teachers and/or support staff may upload a reading of a book or chapter (checking publishers’ copyright). A commercially-produced audio book or YouTube link that has been quality-checked may also be used. 	

Engagement and feedback

- Feedback will be brief but should acknowledge effort and inform future planning and the setting of tasks. Home learning books are collected in half-termly to check.

Additional resources

- Pupils will be directed to other online resources to support their basic skills and wider curricular learning e.g. TTRockstars, Phonics Play, Purple Mash
- Further supporting information includes curriculum overviews which detail how the EYFS and National Curriculum is delivered in each year group.
- A knowledge organiser is provided for science and history/geography to support with topic-based tasks.

Engagement and feedback

- Feedback will be brief but should acknowledge effort and inform future planning and the setting of tasks.
- Teachers will regularly monitor pupil engagement for any children isolating. Concerns around wellbeing, engagement and access to learning are shared with Phase Leaders who, together with the academy safeguarding team, will contact families and follow-up on concerns.

Additional resources

- Pupils will also be directed to engage with other online resources such as BBC Bitesize and Oak Academy, TTRockstars, Phonics Play, Purple Mash where and when appropriate.
- Pupils will be provided with a Remote Learning Stationery Pack if required.

Engagement and feedback

- Feedback should acknowledge effort and enable pupils to know how well they are progressing as well as inform future planning and the setting of tasks (minimum of weekly feedback).
- Purple Mash is used to maintain good lines of communication with parents and provide feedback to pupils on at least a weekly basis.
- Where regular contact is not being made, teachers or phase leaders will make calls to check pupils' well-being and discuss any remote learning concerns. All pupils will be contacted by phone at least half-termly, assuming regular engagement and communication otherwise.
- Vulnerable families or those pupils who are not accessing the online tasks will receive more frequent contact (in the case of national closures, these children should be accessing provision on site).

Additional resources

- Pupils will also be directed to engage with other online resources such as BBC Bitesize and Oak Academy, TTRockstars, Phonics Play, Purple Mash and Seesaw where and when appropriate.
- A range of activities will be provided to help to promote well-being and an active lifestyle, within a broad and balanced curriculum, e.g. Thrive, Real PE and Music Partnership activities.
- Pupils will be provided with a Remote Learning Stationery Pack if required.