



THE HARMONY TRUST

BELIEVE • ACHIEVE • SUCCEED

Harnessing Technology Maximising Learning

Our Approach to Remote Learning

Our vision is that The Harmony Trust will be known for best practice in educational excellence. We have a strong moral purpose to do what is best for children and families which underpins our ethos. We aim to raise aspirations and attainment of all children, developing pupils with high self-esteem and responsibility. The Trust is committed to the delivery of high quality education delivered by excellent staff, in a caring, supportive, learning environment.

As we adapt to the challenges placed upon us by Covid19, we have worked to develop a strategy around delivering our vision whether pupils are accessing the onsite curriculum in school or working remotely due to lockdown, self-isolation and bubble closures.

Our aim is to harness the use of technology for teaching and learning; to close the attainment gap and ensure that learning opportunities for all children are maximised as both a response to the Covid closure period and in delivering a high quality education that prepares our pupils for their future.

- *Updated January 2021*
- *Document to be reviewed March 2021*

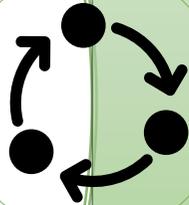
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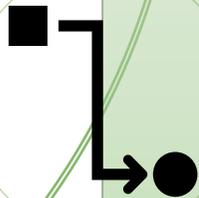
Our Approach to *Remote Learning*



The **intention** of our Remote Learning strategy is to ensure that pupils receive a high quality educational experience especially if they are unable to attend school. We aim to develop a remote education that is integral to curriculum planning. The protocols around reverting to remote learning will be clearly understood by all stakeholders. Pupils will be confident in accessing learning activities set by their class teachers which will aligned to the core *in-school* curriculum.



This strategy will be **implemented** via a tiered approach which outlines teaching strategies, targeted academic support and wider strategies based on research conducted by the EEF*. These can be found on pages 13 and 14 of this document. Implementation is strengthened by a simple parent and teaching staff strategy guidance document (see Appendix). The remote learning strategy is also integral to our Academy Improvement Plan. Careful auditing of pupil access to working devices and internet connections will continue to ensure inclusion for all.



The **impact** of this policy will be measured by careful monitoring of engagement with tasks set, ongoing teacher assessments and pupil progress meetings and regular, scheduled reviews of this policy. Pupil, staff and parent voice will also provide useful insight into the impact of this strategy and will support leaders in their evaluation and development planning.

*[*The EEF guide to supporting school planning: A tiered approach to 2021](#)*

Our Approach to *Remote Learning*

Principles:

- Remote learning activities will be engaging, varied and accessible to all pupils regardless of ability.
- The ethos around high expectations for all and quality first teaching balanced with positive relationships between our academies and the families they serve will drive the Remote Learning Strategy.
- Where pupils are working remotely, this should not be at a further detriment to their education and pupils should continue to work at age related expectation as far as possible.
- Remote learning activities will be in line with the in-school offer.
- Remote learning needs to be integrated into the curriculum so that pupils can switch from school-based learning to home learning. Programmes such as Purple Mash (and Microsoft Teams) will be integrated into in-school lessons so that pupils are confident in the functionality of such programmes and can revert to accessing the learning content set by teachers seamlessly.
- The use of technology will be maximised – both in and out of school with remote learning platforms used to deliver homework (regardless of pupils being in school or self-isolating).
- All pupils will have appropriate access to working devices and adequate internet access.
- All staff will receive relevant training to upskill practitioners to deliver remote learning content.
- Staff workload and wellbeing will be given full consideration with expectations being achievable and realistic.
- Parental communication will be regular and timely taking into account the level of support needed by pupils to access content and managing expectations.
- Safeguarding of pupils, families and staff is paramount. Staff and pupils will receive regular guidance and support around keeping safe online.

Underpinning this strategy will be the continued awareness of our school communities and the circumstances of the families we serve. We will always remain mindful of the hardships many of our families have experienced – and are still experiencing – as a result of the Covid-19 pandemic. The principles behind this policy will be applied accordingly, in a thoughtful, considered and measured manner.

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Context:

- On January 4th 2021, the Prime Minister announced a further national lockdown and closure of schools. School places to be made available to all vulnerable pupils, children of critical workers and those pupils who may be at risk of not engaging in learning.
- Up to date information about local infection rates can be viewed here: <https://www.schoolcovidmap.org.uk/>
- Self-isolation and bubble closures are likely to continue in the medium term after the end of this current lockdown period until the vaccine programme has had the desired impact.
- The Department for Education has directed that children need to be able to access the curriculum they would be receiving if it was not for the enforced interruptions to 'normal' education. This is challenging for primary aged pupils and in particular those in the Early Years Foundation Stage, those with EAL or SEND and those pupils who are newly arrived in the UK.
- The majority of pupils have already not attended school for approximately six months during the last academic year and this lockdown is expected to remain in place until at least February half term.
- Baseline assessment information gathered in September 2020 shows that most have retained their prior learning but have not continue to make expected progress.
- Whereas Remote Learning will never be a substitute to face to face classroom experiences, this specialised provision needs to be maximised for it to have the greatest possible impact. **Remote learning activities should be designed to move learning forward as well as consolidating prior knowledge and understanding.** Video content should be included in the approach along with opportunities for pupils to learn independently
- Access to devices and broadband within the home remains a challenge for many pupils. Where there are devices this is only one tablet between 3 or 4 children. This will be a further challenge under the current lockdown arrangements as many high schools are delivering 'live' lessons and therefore access to a family device will be even more restricted for some of our pupils.
- Families continue to feel the 'strain' of Covid 19 which includes job insecurity, financial pressure, lack of outdoor activity, inability to rely on extended family for support, lack of usual support groups and networks particularly in relation to mental health.
- The government has launched the 'Coronavirus Catch Up Premium' this equates to £80 per pupil. School leaders need to consider how this will be best spent to accelerate pupil progress and close gaps quickly.

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What the research tells us:

- School closures are likely to reverse progress made to narrow the gap in previous years
- Disadvantaged pupils will have been disproportionately negatively affected by the school closures
- Effective remote learning will mitigate the extent to which the gap widens
- It is unlikely that a single 'catch-up' strategy will be effective
- Supporting pupils to work independently can improve outcomes (*links to metacognition and MPTA scaffolding framework*)
- Different approaches to remote learning suit different tasks and content
- '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/>

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

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

Rapid evidence assessment Distance learning



Impact of school closures on the attainment gap: Rapid Evidence Assessment

June 2020



Remote Learning: Rapid Evidence Assessment

April 2020

DfE Guidance January 2021:

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

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- 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

What have we learned so far? *Remote learning spring 2020 and into January 2021*

Our remote learning offer has evolved since March 2020 and we are now much better equipped to support pupils working at home. We have worked hard to improve our remote learning offer since March 2020 in the following ways:

- Responding to feedback from parents, staff and children through a range of means including parent questionnaires and phone calls, staff questionnaire and professional discussions pupil questionnaires and pupils forum. One significant change as a result of stakeholder feedback has been the introduction of the daily Microsoft Teams check-in which was set up as a pilot project during the Autumn term when class bubbles were closed.
- Designated senior leadership team work focused the development and implementation of a strategic approach to remote learning including responding to feedback gathered and research (including access to Derby Research School’s work and training on Remote Learning).
- Acquisition and distribution of devices
- Support for vulnerable families including encouraging and persuading them to utilise the in-school provision

Example data:

Snapshot of engagement June 2020	<i>Regular</i> engagement with online learning	<i>Infrequent</i> engagement with online home learning	<i>No or very limited</i> engagement with online home learning	Opted to take paper-based home learning packs*	Attended provision ** (Key workers/ Vulnerable pupils)	Accessed any of the learning offer during lockdown
Hackwood	51%	42%	7%	27%	28%	93%

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**Some pupils completed paper-based learning packs AND engaged with online content*

***Some pupils attended provision AND engaged with online content*

Through analysis and reflection, leaders concluded that definite lessons could be learned from what was found to work effectively and the acknowledgement of the barriers and challenges academies faced during the initial national school closure period.

What worked well?	What were the barriers and challenges facing academies?
<ul style="list-style-type: none"> • Having strong relationships as a firm foundation for any contact made during school closure • Regular contact with families – especially by class teacher. <i>(NB: if the contact was perceived by families to be too frequent, this, on occasion, caused frustration)</i> • Prompt feedback from class teachers to completed tasks and support parents resulted in greater engagement • A clear home learning message focusing on key skills including reading and number. • Carefully spaced communication to parents around remote learning. • A blended approach to home learning including virtual learning platforms eg Purple Mash and Epic/ MyOn, active and creative tasks. • Using an easy to access format for parents. • Collaborative approaches to home learning across academies – Hackwood and Lakeside to maximise the quality of remote learning provision and positively impact on workload. • Adapting to a KS1/ EYFS book themed approach. • Supporting parents’ management of learning through family-based activities 	<ul style="list-style-type: none"> • Lack of time to prepare from when the closures were announced to when remote learning was required <i>(this is the same situation for the national lockdown announced in January 2021 but leaders, teachers and pupils are in a better position now than in March 2020)</i> • In the first instance, lots of online resources were being made available at a rapid pace. There was little time to review/quality control what parents and pupils were being directed to • Supporting parents to manage remote learning eg. numerous logins. • Pupil access to devices. Siblings were regularly sharing one device – often a mobile phone to engage with tasks. • Internet connection – families often relying on a mobile phone data. • Financial considerations – where parents were furloughed or lost jobs, decisions had to be made about maintaining internet contracts versus paying for food and other bills • Differentiation of activities – especially access for pupils with SEND • Appropriate resources for younger children, especially EYFS • Ensuring a consistent and easily understood message for all parents that met the needs of children of different ages, including those with additional needs. • Systems/infrastructure needed to be created ‘as we went along’ – devising spreadsheets and logs to monitor contact and engagement • Access to technical support if there were any issues with devices • The initial workload in configuring any new devices and installing all relevant software before they were issued to pupils • Parental scepticism around online learning – many preferring ‘pencil and paper’ packs • Parental education level – poor literacy skills (academic and digital) often prevented parents being able to support their children in completing the tasks. • Parents time to support learning. Many were working from home under difficult circumstances. • The requirement to meet the needs of the variety of children and home circumstances including levels of parent support.

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| <ul style="list-style-type: none">• The value of responding strategically to parent and pupil feedback on approaches to home learning• The involvement of the family support team to address barriers to learning and engagement. | <ul style="list-style-type: none">• The lack of availability of 'supplementary' resources in homes – few books, toys, art materials, scissors, paper, pencils, a quiet space to work– to enhance any remote learning experience• Changing sleep patterns during the lockdown period. Contact calls highlighted many children were not waking until late morning.• Children (and parents) maintaining motivation to complete home learning.• Supporting parent wellbeing |
|--|--|

Resources currently available to support the Remote Learning Strategy

Across all our academies we have taken a consistent approach and our **main digital platform for delivery is Purple Mash**, we have invested heavily to ensure an age appropriate platform for Primary aged pupils is available to all.

We are currently developing the use of Microsoft Teams for the further development and enhancement of this strategy.

We have other platforms and resources available for home learning which are as follows:

- **Accelerated Reader (Reading quizzes)**
- **Myon (Online reading books linked to Accelerated Reader quizzes). Previously 'Epic' Reading.**
- Phonics Play
- Teach Your Monster To Read (phonics element has free access)
- Times Tables Rockstars
- White Rose Maths
- Derby City Music Partnership Remote Learning Sessions
- Thrive –Social and Emotional Remote Learning Activities
- Number Blocks
- Oak Academy
- BBC Bitesize
- Seesaw

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Remote Learning: What are our Teachers telling us about the remote learning experience?

Advantages	Concerns
<ul style="list-style-type: none">• Many children are developing a love for online learning• More children are becoming independent in their learning because they are experiencing success in the classroom• Children are learning to apply their learning online• Children are becoming responsible for and have ownership of their learning• Opportunity to research based learning tasks• Children say they feel connected to school and their peers, this reduces isolation when self-isolating• Challenging the notion of learning only takes place in school• The activities are fun and engaging which can be matched to pupil need• Using technology reduces paper use• We have seen examples of positive parental engagement• Evidence that children are self-scaffolding• Can see an improvement in digital literacy• Emails have improved communication• Immediate feedback means children are proactive – they want to beat the score• We are prepare children for the future – they will need to be skilled in working online	<ul style="list-style-type: none">• Access – number of digital devices per household, reliability of devices and no tech support for them, some Parents work from home and devices needed• Access – match to need INA/SEND, differentiation• Access - Microsoft apps – word in particular• Workload - Time to monitor emails• Workload – Takes longer while learning new skills• Motivating a few children, sustaining an interest• Parental support and subject knowledge, online safety awareness is limited• Mental health and isolated children, Screen time – blue light and sleep• Early Years – dependant on parents to log in• Many children need rapid development of IT skills e.g. need to type 2do tasks• Self-selecting - Tasks they can do rather than those they can't• Some Purple Mash resources have limited functionality• Supporting parents that have more than one sibling and have multiple remote curriculums to follow.

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The Role of Safeguarding within the Remote Learning Strategy

- We recognise that remote learning means more pupils online and therefore increased exposure. Online Safety and Keeping Children Safe will be of paramount importance. We will do all that we can to mitigate this risk including teaching children about how to conduct themselves whilst online. This will include but not be limited to protecting usernames and passwords, chatroom access, the time of day that work is being completed. Children will also be taught how and when to organise their day and self-study tips.
- We will ensure that all our practice considers the relevant statutory guidance including but not limited to KCSIE 2020, GDPR Policy, The Harmony Trust Code of Conduct, Online Safety Policy, Use of Social Media Policy and The academy handbooks.
- 'The Harmony Trust Safeguarding Covid 19 Appendix' and the 'Monitoring Vulnerable Pupils Guidance for Principals' sets out clearly the way in which we will ensure that all our duties are met in relation to safeguarding all pupils.

Communication of the Remote Learning Strategy

- The key points from the Remote Learning Strategy will be shared with Parents through the academy websites and email.
- From April 2020 a Remote Learning Guide for parents was created and has recently been adapted in response to changing circumstances and feedback from parents and staff. Changes to the remote learning strategy, in light of parent feedback were communicated in parent newsletters.
- The Remote Learning Strategy has been aligned to our **curriculum vision** focusing on key skills, especially reading. A visual image has been used to communicate our vision.
- The remote learning approach is now strengthened using daily Teams check-ins to set- up learning for the day and motivate learners. Parents are also encouraged to access these sessions.
- In the event of any bubble closures, clear information is issued via email.
- Expectations around engagement with the Remote Learning Strategy will be set through the Remote Learning Guide, a letter to parents and Virtual Session Agreement (including safeguarding actions).
- Further communication will be made via welfare phone calls (in the case of a bubble closure by the class teacher, in the case of individuals/groups by a member of the leadership team)
- At least half termly contact calls will be made to all parents during periods of partial school closure.

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- Parents will be signposted to resources such as Google Translate when appropriate
- The strategy will be shared with and reviewed by staff during professional development sessions, team meetings and senior leadership meetings.

How we plan to develop and strengthen our approach to remote learning

Whilst we all recognise the challenges faces by schools at this time, essentially COVID has provided us with a potential catalyst for long-term positive change. Our remote learning strategy responds to immediate needs as well as prioritises our attentions on the use of technology, preparing our pupils, parents and staff for the future in a changing world.

- Ensure our vision is clear and understood by all stakeholders, for effective ongoing implementation and that remote learning is integral to general academy improvement planning and curriculum development. The EEF Implementation Guide and the 'Thousand and Villa Model of Managing Complex Change' (see appendix) is being used to structure the development and implementation of the Remote Learning Strategy at Academy level.
- Ensure our remote learning strategy is able to flex to the challenges of the future.
- Ensure our in-school curriculum and remote learning offer is symbiotic both during times of school closure (including self-isolation and bubble closure) and during 'normal times' when home learning is complementary to in-school learning.
- Continue to respond to feedback from stakeholders and refine approaches to maximise impact.
- Reflect on research and evidence ensuring effective pedagogical approaches for remote learning are adopted.
- To invest in staff professional development to support remote learning, building a team of experts and strengthen Trust-wide collaboration and beyond.
- To prioritise a financial and leadership investment in technology resourcing so all children have access to an appropriate device and the academy is well equipped to deliver high quality remote learning.
- To ensure communication and access to online learning is streamlined and user friendly (child and parent) for all age groups.
- Develop the children's skills to work in a virtual world including developing IT skills (e.g. including touch-typing) and metacognition so they are effective self-directed learners in school and outside, now and for their future.

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- Ensure non-screen-based learning is included in the remote learning offer, being aware of the development of the whole child and the risk associated with a narrow screen-based remote curriculum.
- Develop and strengthen our ability to support children with specific needs through remote learning.
- To work with parents, developing their skills and providing guidance to support learning at home including support around e-safety.

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Tiered Approach for enhancing Remote Learning (EEF Model):

1) Teaching

The remote learning offer will be aligned to the curriculum and what children are learning in school

Teachers have a baseline assessment of the pupils in their class and have identified any gaps. This will help inform planning for in school and remote learning.

Home learning is set using the Remote learning Grid, which includes using the learning platform, Purple Mash.

When children are working from home and school is partially closed or there is a bubble closure, learning will be explained daily through a virtual check-in session

Weekly 'short input videos' and teaching sessions will be shared with children who working remotely. These will be aligned to the learning focus for that class/year group.

Teachers will match learning to pupil need as far as reasonably possible through differentiation and expected outcome.

Further online learning platforms have been launched eg. MyOn, TT Rockstars, Seesaw.

Remote learning is differentiated for each age group.



2) Targeted academic support

Tasks will be appropriately differentiated to take the needs of individuals and groups into account

Functionality within TTRockstars to set specific multiplication practice for key groups will be used.

'Short input videos' will address common misconceptions

Vulnerable learners (including SEND) will receive more frequent contact to check on well-being and learning progress

The SENCO will monitoring and support remote learning for SEND learners.

TAs will be given the appropriate training to enable them to support class teachers with the setting of tasks

When needed, pupils will be provided with a *Remote Learning Stationery Pack* which includes an exercise book, pencil, ruler, coloured pencils, rubber, sharpener and a dice, alongside a leaflet explaining how simple household objects can be used as informal learning resources (i.e. pasta, coins, junk mail)



3) Wider strategies

The Family Support team will support the monitoring of and provide intervention for vulnerable families

Staff will be encouraged to share videos of class novels being read or age-appropriate key texts

The IT team will support with ensuring pupils have access to suitable devices at home

Access to remote learning will be regularly evaluated by SLT and any follow-up actions/next steps will be implemented promptly

INA pupils will have access to Colourful Semantics Learning Packs with QR codes to support videos.

Online Safety will be supported by links to videos whilst at home, Online Safety week will raise the profile .

Explicit links will be made to the Harmony Pledge so that children know how they are becoming Expert Learners and developing their metacognition skills.

Partnership work will enhance the remote learning offer around the wider curriculum eg. PE, Music

Parents will be supported to support their child with home learning.

Our Approach to Remote Learning

Approach and expectations- 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, 	<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 our partners or national providers e.g. 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- 	

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PDF books, "Teach Your Monster to Read" and stories read online.

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 that 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.

produced audio book or YouTube link that has been quality-checked may also be used.

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.

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How will this strategy be monitored?

This implementation of this strategy across our trust will be monitored by the 'Remote Learning Strategy Group'.

The membership of this group will be

Jessica Hainsworth, Director of Education - chair

Sharon Costello, Chief Financial Officer

David Taylor, Senior Network Manager

Debbie Beeston - Safeguarding Lead

Antony Hughes, CEO and Maggie Williams, Director of Infrastructure will also attend as and when necessary.

The Board of Trustees will be reassured that the Remote Learning Strategy is having an impact on pupil learning through the use of trust monitoring procedures. The trust monitors the quality of provision in its academies thorough the following processes:

- Analysing data and the context of the academy through the termly Progress and Standards meetings
- Termly Stocktake meetings with the Chair of the Progress and Standards Committee
- Peer Review Reports which are fed back to the Performance and Standards Committee
- Feedback from Parents, Staff and Pupils through Termly Forums and surveys
- Standards Moderation activity at local cluster, hub and trust wide level.

The trust has supported its academies by

- Providing support and guidance to leaders through the Learning Matters Steering Group
- Producing data packs that support analysis of pupil and cohort need, challenge and support through the Progress and Standards monitoring process.
- Providing a template and example guidance for this report with LMSG discussion and support
- Additional resources for remote learning, including ICT support for implementation
- Providing additional resources to academies to increase capacity and ensure they remained open during the autumn term

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This implementation of this strategy at academy level will be monitored by the senior leadership team of each academy.

The purpose of monitoring is to:

- check progress against the implementation of this strategy
- evaluate the quality of education provided through remote learning
- consider the progress made by pupils while learning online
- celebrate the success of the strategy and share good practice
- identify gaps in the skillset of the workforce and develop relevant CPD opportunities
- analyse views from stakeholders, including pupils, parents and staff
- inform future developments of the strategy

Leaders will evaluate monitoring data, feedback areas of strength and improvement to their staffing teams at a key stage and academy level basis. Individual feedback will not be produced in this monitoring process.

When will this strategy be reviewed?

This strategy was created in September 2020 and will be reviewed in mid-November 2020. It will then be reviewed on a termly basis for the remainder of this academic year. Thereafter this will be on an annual basis.

- Reviewed and updated January 2021
- Next review: March 2021

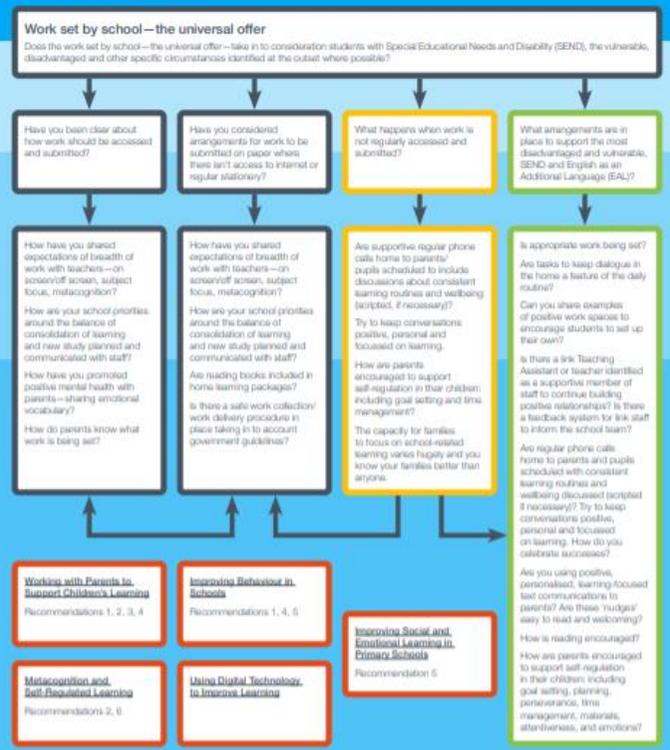
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Appendices

Linking learning

Home learning support from mainstream schools

Schools know the importance and benefits of engaging parents in children's learning. The evidence supports this view, with parental engagement consistently being associated with academic success. However, maintaining dialogue with parents, overcoming digital divides and the logistics of distant learning are a challenge for us all at this time. This resource is intended for reflection whilst knowing teachers may need to be able to work flexibly and be able to manage their own workload according to the circumstances they find themselves in. This resource is designed to give school leaders questions for reflection built on evidence from five EEF guidance reports.



Our Approach to Remote Learning



Home learning approaches Planning framework

The most effective learners can self-regulate and organise their approach to learning. They are aware of their strengths and weaknesses and have well developed metacognitive strategies that help them to learn. Metacognitive strategies can be taught, and are particularly powerful when they are subject specific. These metacognitive strategies will be particularly important for your pupils if you can't be with them in the classroom, along with a consideration of how we learn and how we remember what we have learnt. This framework is for a learning sequence, and is unlikely to take place within a single session.

Approach	What is it?	Why include it?	Examples (online / offline)
Activate 	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	An important aspect of metacognition is planning how you'll approach a task, using what you already know.	<p>Pupils watch a relevant video, then write down everything that they remember about it</p> <p>Pupils complete a short quiz (either auto- or self-marked)</p> <p>Pupils read a relevant textbook passage, then summarise the key points from memory</p> <p>Pupils add to a partially complete concept map</p> <p>Tip: This can be as simple as reminding pupils of relevant vocabulary and could be combined with a review of previous topics.</p>
Explain 	Explicitly teaching strategies to pupils and helping them decide when to use them.	Metacognitive strategies are most effective when they are context-specific, especially if pupils understand when and why to use them.	<p>Use self- or pre-made videos, focussing on explaining your thought processes (why), as well as demonstrating the strategy itself (how)</p> <p>Use a visualiser to model your thinking, as you complete a series of worked examples</p> <p>Use examples in textbooks, giving additional guidance about when and why strategies are used</p> <p>Use a series of worked examples, with particular emphasis on explaining each step: for example, by annotating them</p> <p>Tip: Limit the amount of new information you introduce in a particular session, and break explanations into short chunks, where possible.</p>
Practise 	Pupils practising strategies and skills repeatedly, to develop independence.	Pupils need to practise new strategies, to develop independence. Scaffolds and support are needed at first, but should decrease over time.	<p>A video leading pupils through a series of practice questions, reducing the guidance with each example</p> <p>A series of questions with partial prompts for each one, and links to further help online when needed</p> <p>Scaffolding—knowledge organisers, essay prompts, bookmarks, structure strips, sentence starters</p> <p>Model answers to questions, with prompts for pupils to explain each step or analyse why they were carried out</p> <p>Tip: Consider how tasks can be split up into components, and help pupils to practise these individually before combining them into larger tasks.</p>
Reflect 	Pupils reflecting on what they have learnt after they have completed a piece of work.	Self-regulated learners use tasks they have completed to evaluate what went well, and what they will do differently next time.	<p>Videos taking pupils through key learning points for the group as a whole, after they have submitted (or marked) a set of work. Include prompts to help pupils with self-evaluation</p> <p>Short quizzes after activities, supporting pupils to think about what they have learnt, what they had trouble with, and any further help that they think is needed</p> <p>Prompt sheets that help pupils to evaluate their progress, with ideas for further support</p> <p>Tip: You can introduce prompts before you reach the end of a learning sequence too, so that pupils can monitor their progress and access appropriate support, if needed.</p>
Review 	Revisiting previous learning after a gap.	Retrieving things from memory, particularly after you've started to forget them, aids long-term retention.	<p>Short online quizzes that include questions from previous topics, as well as more recent ideas</p> <p>A 'brain dump' of everything that pupils can remember about a previous topic, with a follow-up activity to correct anything that was wrong, and add anything that was missed, using textbook or other resources</p> <p>Tip: A review needn't be a complex task—simply trying to summarise a topic for somebody else is a helpful review.</p>

Our Approach to Remote Learning

Resources for parents/carers:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for parents/Summary of Resources - Parents.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Resources%20for%20parents/Summary%20of%20Resources%20-%20Parents.pdf)

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

- Concentrate on reading quality (it isn't all about reading lots!)**
Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!
- Ask your child lots of questions**
All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Why' questions, such as 'Who? What? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'
- Ask your child to make predictions about what they have read**
If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'
- Ask your child to summarise what they have read**
When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'
- Ask your child to write about what they have read**
Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.
- Read and discuss reading with friends or family**
Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'
- Maintain the motivation to read**
Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Helping Home Learning Talk with TRUST

Learning opportunities are everywhere. You can make anything a learning experience for your child, just follow the TRUST ideas.

T Take turns to talk about what you are going to do



R Recap the plan as you are working



U Use lots of encouragement



S Share what you know to help your child



T Tune-in and be interested



The TRUST framework was adapted from 'High Quality Interactions' in the EEF's guidance report *Preparing for Literacy* [p.9]



Supporting home learning routines Planning the day

Consistent routines are important for behaviour and wellbeing in school and our routines at home have changed significantly. Routines support behaviour and you will be finding a new rhythm with your family. You could share this checklist with your class. Talk to them to help them plan their new routines.

The importance of simple approaches as part of a regular routine is key recommendation 4 of the EEF's guidance report *Improving Behaviour in Schools*.

	M	T	W	T	F
I woke up at a good time.					
I did some exercise.					
I had regular meals and drank water.					
I enjoyed some reading in a quiet space.					
I practised a maths skill.					
I completed some school work at my work space. I chunked it so I had some breaks too.					
I talked to my family about my day and how I am feeling. I asked them about their day.					
I helped with a household job and talked to my family while I did it.					
I contacted my friends.					
I spent some time on my creative hobby.					
My parent/carer told me what I did well.					
My goal:					
My goal:					

Our Approach to Remote Learning

Supporting parents and carers at home:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for schools/Supporting parents and carers at home - What schools can do to help.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Resources%20for%20schools/Supporting%20parents%20and%20carers%20at%20home%20-%20What%20schools%20can%20do%20to%20help.pdf)

Checklist:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for schools/Parents and carers engaging in home learning - A checklist for schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Resources%20for%20schools/Parents%20and%20carers%20engaging%20in%20home%20learning%20-%20A%20checklist%20for%20schools.pdf)

Parents and carers engaging in home learning

A checklist for schools



Parental engagement is consistently associated with academic success. This checklist suggests five statements for teachers and leaders to use when designing ways for parents to access and support their child's home learning. In addition, there are tips to consider using in your approach.

PARENTS ACCESSING HOME LEARNING

1 Communication of home learning to parents and carers is simple and accessible



TIPS

- Limit the number of steps/clicks required for parents/carers to access the work their children have been set. For some families, setting out simple ways they can promote learning at home could be done via [text message](#), even using a pre-loaded [text message script](#) in the school's messaging system to reduce workload.
- Consider carefully the readability of your messages to the adult population. See guidance from the UK government on [writing content for everyone](#).
- Reduce the reading demand contained in communications with parents by removing unnecessary information, images and page 'clutter.'

2 Activities have been planned and adapted to meet the needs of families from a broad range of socio-economic, educational and cultural backgrounds



TIPS

- Use a blend of online and physical resources to ensure parents/carers have what is needed to support learning at home (see our [planning framework for teachers](#)).
- Adapt inclusive classroom practices for setting work online. Use EAL accessible resources, activities that require less resources and be aware of the needs of families supporting children with SEND. See our [linking home learning chart](#) to support schools in their planning.
- Consider adapting materials that could be sensitive to the home situation of some families. Children who become angry or upset because of content they find emotionally challenging are supported well in school but the same content may lead to distress or conflict in the home.

PARENTS SUPPORTING HOME LEARNING

3 Simple, practical strategies have been given to parents and carers, suggesting ways they can support home learning



TIPS

- Make it easy for parents and carers to know about the work that is sent home. Sticking to a single platform or familiar printed format can help to achieve this.
- Repeat the message that there is no expectation for parents/carers to act as teachers and get directly involved in the work set. If parents support their child to engage with the work and provide them with a space to complete it, they are doing a great job.
- Draw on [resources that offer small prompts or tips](#) that can be easily used by parents and carers to support learning.

4 Opportunities for parents to promote self-regulation have been provided alongside the programme of work set



TIPS

- Suggest simplified learning goals for each assignment that parents can be aware of and use to keep their child on track. These should relate to the work that needs to be completed as opposed to pupil learning objectives. For example, 'completion of five physics equations' or 'read chapter 12 of Macbeth and complete the 10-question quiz.'
- Suggest simple time management strategies that do not require any additional resources. Parents talking through a five-minute plan for how to approach a task and asking them how well it worked afterwards can help to develop self-regulation.

5 Where there is parental demand for ways to support their children further, ideas for consolidating learning have been provided



TIPS

- Encouraging parents to consolidate learning through [retrieval practice](#) is one way they can support children at home. For example, quizzing them on the content they have covered in a lesson, using [flashcards where helpful](#).
- Talking with children and encouraging them to explain their learning is a helpful strategy. Our [TRUST technique](#) offers practical tips for parents to sustain a dialogue with the children that is great for consolidating learning.
- Prompting children to set short-term goals, and to self-evaluate their progress at the end of each day or week based on those goals, can be supported by parents. Children may need to revisit some prior learning to ensure it truly has been consolidated.

IS THE SUPPORT FOR PARENTS WORKING?

Critically review how you support parents and carers

Talk to parents who are less involved about what support they would find helpful

Monitor and evaluate your approaches in relation to your defined aims

Our Approach to *Remote Learning*

Dimensions of Change Model

Vision	Skills	Incentives	Resources	Action Plans	Success
	Skills	Incentives	Resources	Action Plans	Confusion
Vision		Incentives	Resources	Action Plans	Anxiety
Vision	Skills		Resources	Action Plans	Slow Change
Vision	Skills	Incentives		Action Plans	Frustration
Vision	Skills	Incentives	Resources		False Starts

Jacqueline S. Thousand and Richard A Villa; *Managing Complex Change*; 2001