



Unity Education Trust

Remote Learning

(with Specialist Provision Appendix)

January 2021

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Following the announcement at 8pm on Monday 4th January that education settings would be closed to all children except vulnerable children and children of critical workers, schools within Unity Education Trust communicated with families to outline the arrangements for remote learning. The arrangements for remote learning were communicated and included access to learning activities and resources either via email, online learning platforms, or in hard copy.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- We teach the same curriculum remotely as we do in school with meaningful and ambitious work each day in a range of subjects in line with their phase of education:
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, where we have needed to make any adaptation in some subjects, parents will be made aware by their school.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day in line with government guidance on remote education:

Primary school-aged pupils	<p>Key Stage 1: 3 hours per day on average across the cohort, with less for younger children</p> <p>Key Stage 2: 4 hours per day</p>
Secondary school-aged pupils not working towards formal qualifications this year	Key Stage 3 and 4: 5 hours per day
Secondary school-aged pupils working towards formal qualifications this year	Key Stages 3,4 &5: 5 hours per day

Accessing remote education

How will my child access any online remote education you are providing?

Each school has a remote learning policy on their website, along with schools' usual communication methods, to assign and enable access to online remote learning. Our schools use a range of learning platforms, bespoke to each school and phase including for example, Class Dojo, google-meet, SatchelOne Zoom, Microsoft teams, and email.

Schools will regularly inform parents and pupils of the remote learning provision and support access to activities and

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- how you will issue or lend laptops or tablets to pupils, and where parents or carers can find more information
- how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information
- how pupils can access any printed materials needed if they do not have online access
- how pupils can submit work to their teachers if they do not have online access

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Some examples of our remote teaching approaches across the Trust include:

- live teaching (online lessons)
- recorded teaching - video/audio recordings made by teachers and/or links to Oak Academy resources)
- printed paper packs produced by teachers (e.g. workbooks, worksheets) which may be requested by parents/carers
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- longer-term project work and/or internet research activities

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

All schools have communicated with parents regarding our:

- expectations for pupils' engagement with remote education
- expectations of parental/carer support, for example, setting routines to support their child's education

Parents/carers are aware through school communications of how to contact their class teacher or school for support with any aspects of their work, and how feedback will be provided.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Each school within Unity Education Trust have written to, and shared with parents how, and how often, they will check pupils' engagement with remote education and the strategies and methods to ensure this. Schools' will monitor engagement and inform parents/carers of any concerns. They will also take every opportunity to recognise and celebrate the work that children are completing and the progress they are making.

How will you assess my child's work and progress?

Unity Education Trust schools have informed parents/carers and pupils of:

- the methods they are using to assess and feedback on pupils' work
- how often pupils will receive feedback on their work

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

In each UET school, the Headteacher or SENCo will have liaised, and continue to liaise with parents/carers and children to ensure

- families have contacts and support in delivering remote education for pupils with SEND in all year groups/phases.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Individual pupils self-isolating will be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback if they are required to self-isolate.

UET schools will ensure that work and activities are set, and that feedback on progress is maintained, to ensure that any self-isolating pupil is completing work broadly in line with that undertaken by their peers in school.

PLEASE SEE BELOW UPDATED AMENDMENTS TO THE SPECIALIST PROVISION REMOTE LEARNING POLICY

Remote and Home Learning Policy

Rationale:

Within the UET specialist provision we understand the need to continually deliver high quality education, including periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

Specific Aims

- To outline our approach for pupils that will not be attending school, as a result of government guidance - individual children who may be self isolating or the closure of a class bubble.
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting the school with the teaching, marking and planning for pupils.

Who is the policy applicable to?

Every child is expected to attend school from September 3rd 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- o A continuous, dry cough
- o A high temperature above 37.8°C
- o A loss of, or change to, their sense of smell or taste
- o Have had access to a test and this has returned a positive result for Covid-19
- o Any child self isolating due to returning from a holiday abroad
- o Any child absent due to being contacted by NHS track and trace or isolating due to a family member with symptoms.

This policy is intended to outline expectations for a class bubble suspension, partial school closure relating to COVID-19 and individual cases or for any absence related to COVID and self-isolation. Individual pupils who are isolating due to the above government guidance or those with long-term health issues. These will be supported on a **case by case basis**, primarily with the use of online tools and resources, wherever possible and where appropriate which mirror the work being taught to the rest of the class in school. This will be provided weekly, and in the first instance after one week's absence.

Who is this policy NOT for.

- o Pupils who do not have to self isolate for 14 days
- o Children who are ill but are not displaying COVID related symptoms

- o Children who are on holiday
- o Any reason given contrary to official Government guidance

Remote learning for pupils

We will provide tools and resources as well as links to online appropriate remote learning for pupils that are not able to attend school so that no-one needs to fall behind. An outline of the provision will be made and some guidance given on the role of pupils, teachers and parents. In the event of a child awaiting test results, activities relating to the current week's learning will be provided from the end of Day 1 where school is informed of Covid related absence relating to the statements identified above.

The governors, trustees and senior leadership team of the specialist provision are fully aware that these are exceptional times, each family is unique and because of this, should approach home learning in a way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides.

Teacher expectations

Teachers will plan activities and or learning tasks that are relevant to the curriculum focus for that class 'Bubble' and endeavour to supply resources to support tasks for home learners. Following guidance from Public Health England, when a 'bubble' of children are asked to self-isolate and stay at home, a message will be sent to parents with an accompanying letter informing them of the developing situation. This will be classed as Day 1 of the closure. Self-directed remote learning will begin on Day 1 continuing on day 2. Teacher led remote learning will begin from Day 3. Work will be made available daily following a suggested timetable. Teachers and Support Staff will give feedback to pupils via Teams/ phonecalls and other platforms eg. Oak academy. A live and up-to-date list of tools, resources, Apps and websites the school uses is available on the school website <https://www.pinetreeschool.org.uk/>

For individual pupils who are self isolating and absent from school, work wherever possible and where appropriate will be set via Teams, however, this will be one day behind their class schedule. Guided reading lessons and phonics lessons for primary and nurture pupils will be delivered via Teams.

- Any resources used, including websites and worksheets, should, where possible, be shared with home learners via Teams.
- For those families unable to access the remote learning electronically, separate plans for a work pack to be delivered could be made on a case by case basis.
- Teachers and School Leaders will respond, within reason, to requests for support from families at home. This will be done through emailing the school office: office@pinetree.org.uk
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

Family (pupil/parent/guardian) role

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. UET specialist would recommend that each 'school day' maintains

structure. To help parents with this, the school has written a suggested timetable which can be found on the school website.

- Once a 'bubble' is isolated, a message with an accompanying letter will be sent home via Parent Mail on Day 1. On Day 2, self-directed remote learning will be made available and parents will receive information about remote learning. On Day 3, teacher led remote learning will be available for all children in the isolating 'bubble'.
- Teachers and School Leaders will respond, within reason, to requests for support from families at home. This will be done through emailing the school office on: office@pinetree.org.uk
- We aim to deal with any request for support or feedback by the next working day. This will be dependent on the time of request and circumstances within school.
- We would encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work alongside the suggested timetable. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with their learning and encouraging them to work with good levels of concentration.
- Children should be supervised in their use of the Internet; more information for parents and carers can be found in E safety policy on the school website.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school and alternative solutions will be made available (e.g. paper copies of work, workbooks and loaning of stationary equipment or devices). These will be discussed on a case-to-case basis.

Remote teaching for staff who are self-isolating

Teaching staff are required to self-isolate if they or anyone in their household shows symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this or have been contacted by NHS Track and Trace, or any reason given in accordance to official Government guidance. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- It is expected that staff get tested if displaying any of the symptoms listed above. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school as soon as possible so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, teaching assistants and non-teaching staff will be given an individual project to work on which is in line with whole school improvement priorities or asked to support with the online learning provision. These projects will be communicated by the Senior Leadership Team or Class Teacher and will be allocated on a case-by-case basis.
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work. Should staffing levels reach a critical point, the UET central services will be informed.

Feedback for pupils using remote learning.

In line with the Department for Education's guidance, UET Specialist provision will be giving feedback on work submitted through our remote learning platforms. Feedback

will be given in two forms: detailed feedback in the form of comments and general feedback which may be verbally given.

- If school is fully operational and a child or a small group of pupils are absent due to a COVID-19 issue, pupils will get feedback on a daily basis. This could take the form of comments on work submitted or a short video from the class teacher.
- If a bubble has burst and all the 'bubble' are at home accessing remote learning, over the course of the school day, each child will receive some form of feedback

It is the teachers responsibility to plan and the classroom staff (teachers or TA's) to give daily feedback, record on pupil tracker any progress made and implement the Remote learning Plan.

FSM

- If a pupil is entitled to FSM then schools will liaise with parents/carers regarding arrangements to provide a FSM during the period of self isolation