

Minimum Expectations for Remote Learning at Unity Schools Partnership

Our aim is to learn from and build on the good work seen across the trust over the summer term and ensure consistency across schools and departments.

Government guidance summer 2020 states:

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

Please see this link for more support [EEF best evidence on supporting remote learning](#) and associated suggestions and questions to help guide thinking on page 12 & 13 of the [EEF guide to supporting school planning](#)

Representatives from the central team, primary, secondary and special schools have contributed to this document, schools are requested to agree their approach entering details in the **4th column of the table below** and share with stakeholders by the end of Sept 2020 and send a copy to Lisa Taylor.

It is right we are ambitious for the quantity and quality of the remote learning we facilitate in the event of students being unable to attend school. We know that students attending fee paying schools have generally had much greater access to teachers online and face to face using technology, we are committed that the attainment gap between the most privileged and the most disadvantaged does not widen further for those in our trust. What then is our commitment to learning entitlement at each key stage?

How near to a 'normal' school day can we aim for?

Expectations for remote learning each day for all children

Key stage	Hours face to face	Self study
Nursery	N/A	1
Reception	30 mins	1.5
1	2	3
2	3	3

Criteria	Example	Reasonable adjustments	Enter your school approach here
<p>Agree the SLT lead for remote learning and communication points – how will your leadership structure morph to support any lockdown?</p> <p>How will you cover absent colleagues?</p> <p>How will you accommodate half year groups?</p>	<p>Deputy Headteacher will over see the curriculum and Headteacher will over see the pastoral care and wellbeing of staff and students with daily SLT briefing during any lockdown.</p> <p>All staff in department teams teaching to same sequence of learning.</p>	<p>Link SEND learning needs to the remote offer to secure appropriate level of work across subjects and access arrangements</p>	<p>Enter your school approach here</p> <ul style="list-style-type: none"> • Headteacher will oversee the pastoral care and well-being of all staff, through daily communication from SLT. • Staff to have an understanding of line manager. • Deputy Headteacher and Children and Families support leader will work as part of the Rainbow hub • Team planning for each year group will ensure parity in provision provided, with LSA delegation where appropriate.
<p>Agree and commit to an online platform for delivery quickly and how that platform will be used to share work, receive it back and give feedback. This should be consistent with staff and students provided with CPD in advance</p>	<p>All teachers and students expected to deliver/experience at least one lesson per subject using the technology in school during Sept and each month onwards.</p> <p>Weekly online meeting providing feedback for students for each subject</p>	<p>Use this opportunity to assess accessibility/suitability</p>	<p>In the event of a bubble closure: Students will use Showbie to have daily access to:</p> <ul style="list-style-type: none"> • Pre-recorded daily English and Maths session with differentiated activities to support this • Daily reading including comprehension • Videos from a member of staff to guide them through the day • One foundation lesson each day • Weekly Physical, fine motor activities <p>ALL Students will have access to their teacher through Showbie and email, this will allow staff to give frequent feedback.</p>
<p>A minimum expectation daily plan – Maths, English + science and foundation. The ‘+ subjects’ may need to rota over 2-3 weeks to ensure breadth of subjects covered</p>		<p>The timing, length and content of these may need adjusting in consultation with parents/care givers but the ambition remains similar.</p>	<p>ALL Students will also access:</p> <ul style="list-style-type: none"> • A boarding pass of activities • Rainbow challenges to upload from home
<p>Map the in school curriculum to resources available online so they are quickly accessible to staff through any lockdown</p>	<p>To consider that it would be sensible to map mostly to Oak, so schools should start to match their Autumn Term plan to Oak’s whole year resource plan to</p>	<p>Oak SEND resources are being reviewed and developed.</p> <p>Level of personalisation above/beyond those already on line will</p>	<ul style="list-style-type: none"> • The school will continue to use White Rose Maths to support with learning from home. • Depending on the level of staff health, Oak Academy planning will be signposted as a last resort if AG planning and provision becomes unmanageable.

	<p>identify how they would switch to it. Primary Maths should be straightforward as many follow a White Rose type approach. Primary SFA schools will need to consider how they would transition to this for their English</p>	<p>depend on individual and small group needs</p> <p>Partner schools may be able to provide alternative suggestions</p>	
<p>An agreed and consistent approach for each subject around marking/feedback and how pupils will submit work for this, which may need support for pupils/families.</p>		<p>Some pupils may need feedback in different formats or more frequently to remain engaged.</p>	<ul style="list-style-type: none"> • Each week key tasks will be identified with a Showbie logo- these are the tasks that teachers require to be submitted. • Teachers are also keen for pupils to share any 'wow' learning experiences that support the development of the whole child. • AG will use Showbie as a means of uploading all home learning when school is open and closed.
<p>How will the curriculum map be adjusted to take into account missed learning in the summer term?</p>	<p>Primary can use AB materials for Science/Geog/Hist</p>	<p>Some SEND pupils may need extra time initially to re-establish basic learning, communication and social skills. Specialist provisions may need to consider specific baselining.</p>	<ul style="list-style-type: none"> • Adoption of USP Curriculum for Science, Geography and Science. • PIXL therapies to be delivered whole class/ small groups. Individually to support identified gaps within each cohort.
<p>What is your plan/approach for children who can't attend school due to self-isolation (who leads and monitors this)</p>		<p>Includes send pupils</p>	<ul style="list-style-type: none"> • Class teachers will monitor engagement and interaction. Any child not in school will be expected to use the 'boarding passes' which outline key activities to support children at home. • Where contact and support becomes limited or concerning, our Rainbow Room team will develop supportive channels of communication and guidance. • Access online and face to face with Rainbow Room nurture and support.
<p>What is your plan for those without access to a device/connectivity? (survey to be shared</p>	<p>Which devices do you have in school that you can quickly redeploy?</p>	<p>Ensure questions enable the most disadvantaged families to understand, access and respond to</p>	<ul style="list-style-type: none"> • Rainbow Room to identify most vulnerable pupils and additional support that can be given, paper copy deliveries if appropriate.

with HTs 11/9/20 assume survey has been completed and you know this information)		surveys. Provide follow up if necessary.	<ul style="list-style-type: none"> Analyse survey data to develop resources where possible.
How will you monitor attendance?	Face to face lessons?	Includes send pupils	<ul style="list-style-type: none"> Contact through class email and Showbie Follow up home call and contact home if concern is raised from class teachers.
How will you ensure pupils are able to participate and complete activities?	For example timetabled lessons with feedback to parents when they participate?	includes send pupils	<ul style="list-style-type: none"> Lessons will be pre-recorded to ensure families access these at a suitable time. A comment will be given in receipt of the daily lessons. SLT to meet to monitor this weekly.
How does your e-safety policy cover remote learning and your expectations on behaviour?		Includes send pupils	<ul style="list-style-type: none"> Showbie code of conduct / home school agreement has been shared with all parents.
What is your plan for communicating with parents and who will lead this? How will you ensure all parents are contacted and this feedback acted on? Who will lead this?	Specific consideration given to EAL parents. Use of video to overcome literacy barriers.		<ul style="list-style-type: none"> Deputy Headteacher/ Children and Families Support Leader to communicate with EAL parents to overcome barriers. EAL/ Disadvantaged children to be identified for class teachers to monitor engagement.
How will you support pupil engagement for EYFS pupils	<ul style="list-style-type: none"> EYFS – Shared Weekly plan (learning schedule) based on the text that week linked to all areas of the curriculum. Showbie symbol will identify task to be submitted to Showbie each day. EYFS - Daily Video - story read by teacher or LSA EYFS - Daily Video to explain the activity from the learning schedule to be sent in that day on Showbie Reception - All Pupils will have a Boarding Pass of Activities (accessed through Showbie) 		