

DfE: Remote Education and Learning

DfE Overarching Curriculum Expectations:

- **Education is not optional** – All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- **The curriculum remains broad and ambitious** – All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- **Remote education** – Where needed, this is high-quality, safe and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

DfE Remote Education Expectations:

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, DfE 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**.

In developing these contingency plans, DfE expect schools to:

- use a curriculum sequence that allows access to high-quality online/offline resources/ teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, DfE expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how and how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

DfE expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. DfE expect schools to avoid an over-reliance on long-term projects or internet research activities.



Hummersknott Academy

Approach to Remote Education

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 will offer **immediate remote education** and access to our **Curriculum** via the following approach:

Contingency Planning will enable us to:

- use a curriculum sequence that allows access to high-quality online/offline resources/ teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources using remote access via Assignments in TEAMS.
- use school email systems, Microsoft Teams and Assignments to allow interaction, assessment and feedback. Training in the use of the school email system, Microsoft TEAMS and using Assignments to provide marking and feedback has already taken place for the majority of staff and will be a feature in the CPD programme for anyone joining school or who requires further training. Microsoft Teams training will take place for all staff during October 2020 and further training/support will be made available throughout the academic year as needed.
- provide printed resources, such as textbooks and workbooks, only for those pupils named by SLT who do not have suitable online access – a full audit of all pupils to establish a definitive list of those requiring additional resources to enable online access and/or paper based resources is being carried out by 09.10.2020 – this will be shared with all staff.
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support. The Pastoral, Curriculum and SEND teams will work with families where this is the case, via a bespoke approach, to help deliver and facilitate a broad and ambitious curriculum.

When teaching pupils remotely, we will:

- set work, via Microsoft Teams so that pupils have meaningful and ambitious work each day in a number of different subjects – we will advise pupils to follow their regular timetable to ensure the daily curriculum remains broad and balanced.
- set a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- provide frequent, clear explanations of new content, delivered either by a teacher in the school or through high-quality curriculum resources or videos (including Oak Academy/BBC Bitesize) – resources will be collated via Assignments in TEAMS and new content will be facilitated via Microsoft Teams and /or links to videos.
- Where appropriate, gauge how well pupils are progressing through the curriculum, using questions and pink box tasks, which would be set proportionately according to allocated curriculum time. Pupils would submit pink box tasks to their teachers for checking via Assignments in TEAMS – teachers will provide feedback to pupils also via TEAMS.
- Where appropriate, teachers can adjust the pace or difficulty of what is being set in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding through bespoke support sessions offered via Microsoft Teams.
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally and where possible this will include a daily contact with teachers/support staff via telephone/text/ email and/or Microsoft Teams.

Clarity from the DfE in response to ASCL's questions:

Immediate:

This provision should start from the first full school day a child has to remain at home.

Format that is acceptable:

Printed resources or textbooks, supplemented with other forms of communication to keep pupils on track or answer questions about work.

Online Remote Learning:

Neither the direction nor the expectations set out in guidance require the live streaming of lessons. Live streaming is one approach that is proving effective for many schools and pupils. ASCL stress here that the guidance does not require live steaming of lessons. That while this may work for some, it won't be appropriate for all and that there are a number of risks with streaming lessons that schools will need to be mindful of.

Note: Hummersknott will live stream where an entire bubble/whole school is sent home.

Technology available to students:

School can distribute school owned laptops accompanied by a user agreement or contract. They can also remind pupils that access is possible through large screen smartphones. Affected pupils can be supported to come into school to use school resources within any rules in force at the time. Additionally, textbooks can be used at home to provide a structure to learning, supplement with other forms of communication to keep pupils on track or answer questions about work.

Hours of Learning:

Expect schools to plan a programme that is of equivalent length to the core teaching pupil would receive in school, ideally including daily contact with their teachers

Note: Hummersknott will set work as per the timetable, so all pupils self-isolating will follow their daily timetable. Work set should aim to last for 50 minutes per each lesson set.

Note: Hummersknott, where a bubble/whole school self isolates and lessons are taught live via TEAMS, will follow a modified timetable for the delivery of the 5 lessons per day:

Lesson Timings for online live teaching when a bubble self isolates			
KEY STAGE 3		KEY STAGE 4	
Period 1	9.15am – 10.00am	Period 1	9.15am – 10.00am
Period 2	10.20am – 11.05am	Period 2	10.20am – 11.05am
	LUNCH	Period 3	11.25am – 12.05pm
Period 3	12.15pm – 1.00pm		LUNCH
Period 4	1.25pm – 2.10pm	Period 4	1.25pm – 2.10pm
Period 5	2.25pm – 3.10pm	Period 5	2.25pm – 3.10pm

Pupils with SEND:

Schools to use their best endeavours to secure the special educational provision called for by the pupil's special needs remain in place. Schools should work with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Note: Hummersknott SENCO and VP Pastoral will oversee and support teachers/pupils as required.

If remote access does not happen:

DfE will take supportive action to help schools & RSCs can take supportive measures too. However, the government has implemented legal powers, which mean that schools are legally obliged to provide remote learning immediately.

Remote Teaching on TEAMs when whole school learning from home:

1. Staff will need to check in with their Faculty Leader by 8.45am each day to confirm they are OK and ready for their teaching commitments that day. Also, to confirm all is OK with them too, as a wellbeing check.
2. Class registers must be completed for each TEAMs lesson taught using Bromcom. **This is specifically important for Periods 1 & 4** as these are the attendance registers used to report attendance back to DfE. The attendance team/college managers will be making daily attendance to learning/welfare calls using these registers, so they must accurately list which students are engaged in their online learning and which are not. **Note: Do not 'share screen' when using Bromcom to complete your register.**
3. Key worker/vulnerable/non IT capacity students will be taught in school – following arrangements used in previous lockdown.
4. The normal school day timetable will be followed, but amended to reduce lessons to 45 minutes. It **MUST** be strictly adhered to, to ensure teachers and students can access their lessons:

Lesson Timings for online live teaching when a bubble self isolates			
KEY STAGE 3		KEY STAGE 4	
Period 1	9.15am – 10.00am	Period 1	9.15am – 10.00am
Period 2	10.20am – 11.05am	Period 2	10.20am – 11.05am
	LUNCH	Period 3	11.25am – 12.05pm
Period 3	12.15pm – 1.00pm		LUNCH
Period 4	1.25pm – 2.10pm	Period 4	1.25pm – 2.10pm
Period 5	2.25pm – 3.10pm	Period 5	2.25pm – 3.10pm

5. Staff email out invitations to their class/place it as a meeting in TEAMs for each lesson as per in previous lockdown, following their timetable for 5 lessons a day.
6. Students to join their TEAMs lessons with their camera switched off and their microphone muted. Staff to deliver lesson with their camera switched off too. Remind class of TEAMs lessons protocols as needed.
7. Any IT issues must be emailed immediately to IT Helpdesk: helpdesk@hummersknott.org.uk to be picked up with by Chris and Jake, keep FLs/SLT in the loop re issues.