ESPRIT Multi-Academy Trust: Remote Education Action Plan

	What is required in the guidance	ESPRIT offer	Actions by whom
Online Learning	• Schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The Direction requires schools to have regard to this guidance. Ofsted inspection will consider the quality of schools' remote education in accordance with the expectations set out in this guidance. • The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum: • Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day • teach a planned and well-sequenced curriculum so that	**365 learning platform** **Advantages:** - Consistent platform across the MAT - Uses familiar platform (Outlook, Teams) - Able to set and manage class assignments - Supports multiple platforms so that children can select their preferred format - Able to mark work online using consistent grading criteria (rubric) which can be uploaded and reused. Can add multiple criteria and add weighting. - Can add resources like word documents, videos, web links (e.g. to Oak Academy, White Rose Maths etc.) - Can assign work to individual pupils - Teachers can easily review which children have/haven't accessed the work set - Can grade work and add comments for individual feedback - Plan lessons individually with the ability to use existing templates - Class handbook facility where handouts can be shared and notes can be kept - Scheduling assignments ahead of time - Professional learning communities (PLCs) to support staff – ability to create teams (yr groups) - Facility to set quizzes for assessment (formative), suggested content available, able to provide resources to support errors and be adaptive to suit individual needs. **Point to consider:** - Staff CPD requirements – time needed - Children need to be allocated login details - Training parents and children to access and use – how will this be done? Guidance document to be created? - Children without access to PC – not sure how effective this would be for example on a mobile phone **What is needed next?** - Create a 12 month action plan for implementation – starting initially with 'live' sessions then looking into platforms features	Class teachers to share username and passwords with children. Inform parents on expectations Teach chn how to log onto platforms ICT leads to create an action plan
	• teach a planned and well-sequenced curriculum so that	**Class dojo** **Advantages:**	ICT leads to consult with class dojo to

	knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum • select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at Get help with technology - GOV.UK (education.gov.uk)	- Simple, consistent form of communication. - Parents are able to translate so of benefit for our EAL families. - EEF research shows that communication with parents is most effective when clear, 2 way and personalised. Class Dojo facilitates this. - Class teachers can use Class Dojo to adding works to children using To do's. Children can easily respond, teachers can monitor and feedback with ease. - Photographs/ videos and set activities can be shared. **Points to consider:** - Parent complaints. We would follow the current Complaint Policy – concerns to class teachers, escalated to KS leaders where support is needed and formal complaints to the Principal. - Parents can message any staff linked to the class therefore this would need to be made clear to parents that they could only message their child's class teacher. An acceptable use policy/expectations will need to be identified and signed up to by both staff and parents. - Messaging system – Leaders have to request a parent/staff report. - Work cannot be scheduled so teachers need to add this to the platform daily – time consuming. **What is needed next:** - Review the implementation and seek support from Class dojo if required.	find out if To dos can be scheduled in advance
	• set meaningful and ambitious work each day in an appropriate range of subjects • Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of schoolled video content. • consider how to transfer into remote education what we already	**Oak national Academy** **Advantages:** - Backed by the DfE - Free resource to support schools contingency planning - Published curriculum plans for most lessons for 20-21 year - Guidance resource packs are available for staff within videos on how to use and FAQ's answered. - Curriculum sequenced into building blocks, developed by a broad group of curriculum experts - Teachers can use the resources flexibly - Coverage for Reception – Year 11 - User friendly for parents as broken down into year groups and there is a schedule of lessons spilt into weeks and days	Teachers to complete weekly overview planning

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 • enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate 49 • 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 • Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular	- Covers English, Maths and Topic lessons every day. - There are also weekly assemblies. - Doesn't require a log in so wouldn't have log in issues **Points to consider:** - Not a platform for submitting work - Nursery not incorporated so alternatives need to be in place for them - Some areas that need more work are: Primary Art and D&T – this is under development and should be in place for 20-21. Staff to be mindful of this. - This is not the child's class teacher **What is needed next:** - Broad planning overview that links to Oak Academy/RWI/PE for each year group to be prepared by teachers. In the event of an extended lock down teachers will plan specifically for their class/year group.	
	Education City – infant specific - Platform already in use for homework therefore teachers can use this to enhance their home learning offer where necessary	Teachers to set homework on Education City. When chn are working remotely, use as required
	Activ Learn – Bug Club and Power Maths – junior specific <mark>Power Maths online platform not yet available for children to access</mark> **Bug Club - Advantages:** - Children already have logins and are familiar with this platform - Able to set specific books for children matched to ability - can allocate whole book bands and track attainment against age-related expectations. Turn on 'Auto Progress' for pupils to automatically move up to the next band when they are ready. - Bug Club phonics resources available - Bug Club trackers - Support for parents - Children can earn motivational rewards - Can read books of their choice	Track engagement of pupils. Ensure all children still have access – all know their login details.

	challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely. • We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.	- Quizzes to test knowledge and understanding of what they read - Grammar and Spelling Bug - comprehensive lesson plans and assessments available. Secures mastery as children are motivated to practise again and again with hundreds of engaging practice games. Lively games and videos inspire children to understand and apply grammar and spelling skills successfully. Instant pupil feedback encourages children to get tasks right. Prepares you and your children for change as fully matched to the 2014 curriculum. Provides the tools you need to assess and manage your children's progression. - Independent and guided reading resources available **Points to Consider:** - Ongoing cost - Maintaining allocation and monitoring of books – workload - Children without access to remote resources **What is needed next?** - Check that all children have logins	
Pre-recorded/ Live teaching		***RWI*** **Advantages:** - Chn see 'our' school staff - Matches current in school teaching - Separated into Phases including Set 1, 2 and 3 so can be differentiated to meet the needs of all children **Points to consider:** - Teacher to review how parents will share their child's learning. (Expectation to submit daily Fred fingers spellings on class dojo/RM platform?) **What is needed next:** - Staff to create how to videos for supporting children to read at home - Additional filming to enhance offer	Additional filming to enhance offer: • Red words • Nursery • Fred talk Teachers to promote RWI activities ion Class Dojo daily.
		Reading Staff to promote the love of reading with pupils through pre-recorded/live story sessions	Staff to allocate time for filming
		Microsoft Teams/Zoom **Advantages:** - Chn see 'our' school staff - Teachers can control the content of the learning	Schools to plan offer for live and pre-recorded sessions

		- When live, chn can communicate with their teachers and friends - Assessment of learning can take place in a timely manner **Points to consider:** - Set up/training of pupils, parents and staff - Rules for 'live' sessions - Staff workload for pre-recorded and live sessions - Behaviour and safeguarding expectations – protocols for meetings to be created - Strong internet connection needed, particularly when live - Not all children will be able to access the live session at the planned time **What is needed next:** - All schools to decide their offer for 'live' and pre-recorded sessions	Staff to allocate time for filming/planning
Paper-Based Resources	We expect schools to overcome barriers to digital access for pupils by: • distributing school-owned laptops accompanied by a user agreement or contract • providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.	Teachers to create a pack for known chn who **do not have ICT – known for all classes!** **Packs to include:** - *EYFS packs would include, rhymes, play based activity ideas, phonics (Rec), counting activities, shape activities, PE ideas, scavenger hunts and games.* - *KS1 packs would include, handwriting sheets, phonics based activities, RWI flash cards, talk for writing activities, maths games, shapes activities, counting in 2's, 5's, 10's and times tables for 2's, 5's and 10's, reading activities, comprehension activities.* - *KS2 (Y3/4 pack and Y5/6 pack) - packs to include phonics (for those requiring this), talk for writing activities (booklet* https://www.talk4writing.com/home-school-units/?fbclid=IwAR1WzCbxJUifbVuo8Xedkl1O2qISwrrOwZIzFiFx4W7rqtQowUNqJ4PriFc, *maths games, times tables practice (all tables), reading activities, comprehension activities, SPaG activities, calculation activities, number facts activities, activities linked to other subject areas (topic), handwriting, PE ideas* - *SEND/pastoral -* *Packs to be differentiated for pupils with specific needs, these to include handwriting sheets, phonics games, maths game, reading activities (RWI) red and green words that the pupils are working on, times tables game, reading activities, comprehension, spelling games, matching activities, craft activities linked to topic, socially speaking activities, with parent guideline, PSHE activities, PE ideas, visual timetable, practical apparatus to support maths (number lines, counters..) (see link for free downloadable resources)* https://www.senresourcesource.co.uk/	Schools to allocate any ICT devices to parents, where possible Parents to complete loan agreements for any ICT devices provided by the school Teachers to create and distribute packs as required

Communication to parents	• If parents feel their children's school is not providing remote education of a suitable quantity and quality, they are encouraged to in the first instance raise their concerns with the teacher or headteacher and, if the concerns are not resolved, to report the matter to Ofsted. • Schools should have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern	- Clear expectations of daily engagement to be communicated to Parents/carers via class dojo - Teachers to ensure all pupils have access to their log ins and are taught how to access platforms - Teachers to continue to maintain sight, sound and engagement trackers - Teachers to inform attendance officer of any pupils who have not engaged with home learning in order for this to be recorded as an absence	Staff to communicate effectively with parents using Class dojo