Overview of Remote Learning Expectations

Spring Term 2020-21

Device Allocation

- We believe there are enough devices in the network to ensure that all disadvantaged pupils and those who do not have a suitable devices at home can have one issued.
  - 9,882 devices in schools – 23% are deployed
  - A further ~4,000 devices ready to be delivered to schools as needed
- Schools will need to put in place a plan (alongside IT) to deploy these devices to pupils in the coming days.
- We will be asking schools to complete a short survey so that we can understand device requirements.

Guiding Principles - Primary

- Remote learning needs to enable pupils to make good progress. It should cover the curriculum in full and schools must focus on the quality of provision.
- A timetable for learning is important – maintain pupil timetables where you can, noting that there should be 3 – 4 hours of learning provision per day.
- The diet of provision is important – we know it will be difficult for parents at home – a blend of MS Teams lessons, Oak recorded lessons, and other activities is best.
- MS Team lesson duration should be ~30-40 mins to maximise student focus.
- Use your learning platforms well – SPArk and Oak will continue to host high quality resources online, and SeeSaw can be used to directly signpost pupils to learning activities.
- Community Classroom pupils can use devices – they can join the same activities that pupils are accessing from home, if this best supports your use of staff.

Primary Remote Learning Expectations

Amount of work set	A minimum of 3 – 4 hours per day
Frequency set	Weekly or Daily
Structure of learning	Pupils provided with a daily timetable to help them organise their week – some opportunities for live learning in MS Teams provided as appropriate. Supported by teacher work packs and other resources.
Minimum requirements for 'live' learning	At least one live 'touch-point' per day – this should be a 'registration/setup/review' meeting for all pupils in a class (on MS Teams) - you may want to consider timing the calls for each YG so that they do not overlap. This could also be an assembly.
Attendance recorded	Yes - for single touch point each day – this will be collected
Pupils submitting and teacher responding	Daily – pupils to 'post' on SeeSaw for teachers to respond – frequency of teacher responses in line with school policy
1:1 Pastoral contact	Every child is 'seen' every day - daily contact for any pupils who do not attend daily touch-point (if pupils cannot access the daily touch point through lack of technology at home, or otherwise, consider if they should attend community classrooms).
Maintaining contact with vulnerable pupils	Additional/more frequent phone/video calls will be required for vulnerable pupils. This could be scheduled weekly calls for parents of SEND/particularly vulnerable pupils who would benefit from this. A small number of vulnerable pupils may require daily contact with parents.
Tools for recording and sharing with pupils	Loom for recording content that you want to share with pupils online SeeSaw to share videos, activities and links with pupils
Tools for lesson prep	NearPod, usual MS suite of tools
Best online learning platforms	SPArk Oak Seneca
Monitoring and reporting	Principals will monitor the quality and quantity of learning set by teachers, including feedback. We will be collecting data on non-engagement and carrying out an audit of your provision – details to follow.

Guiding Principles - Secondary

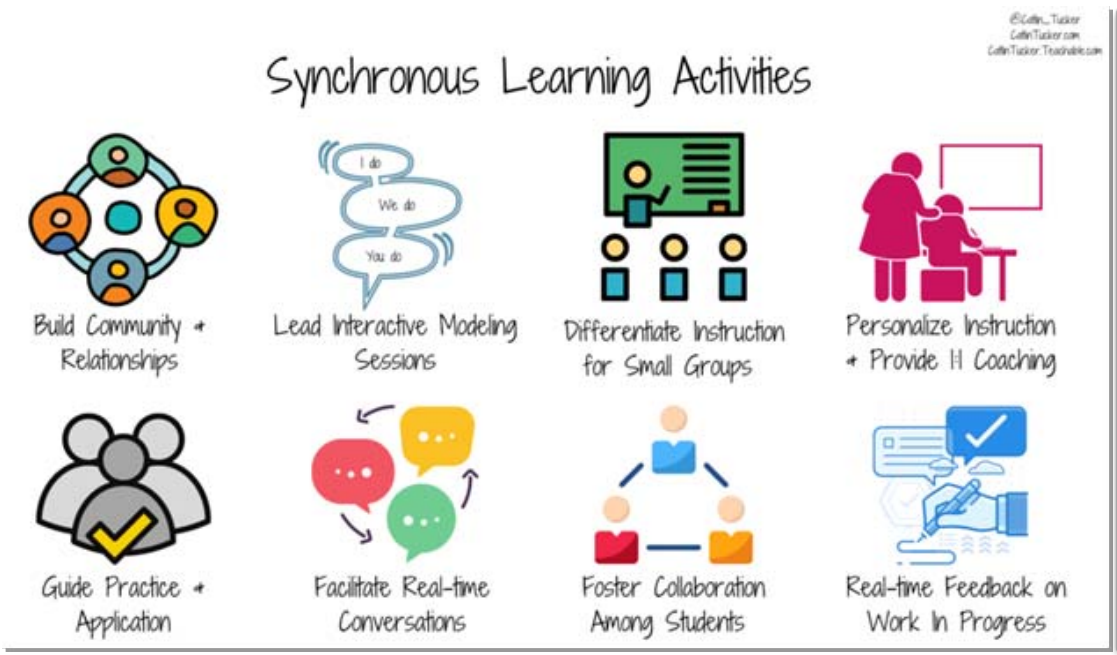
- Remote learning needs to enable pupils to make good progress. It should aim to cover the curriculum in full where possible and schools must focus on the quality of provision.
- A timetable for learning is important – maintain pupil timetables where you can, noting that there should be 20+ hours of provision per week.
- The diet of provision is important – it should not be all 'live online' nor all workbook activities – teachers and HoDs should consider how to plan for variety for all YGs.
- MS Team lesson duration should be ~30-40 mins to maximise student focus
- Think about staff deployment – can a single teacher deliver to multiple groups while others support/provide feedback?
- Community Classroom pupils could have devices – they can join their lessons on MS Teams from within the school under supervision, if this best supports your use of staff.

Secondary Ark Remote Learning Expectations

Amount of work set	4+ hours per day (in line with timetable as much as possible)
Frequency set	Daily
Structure of learning	Students and teachers should try to follow usual timetable, using MS Teams for any 'live learning' (synchronous activities), supported by workbooks and other resources.
Minimum requirements for 'live' learning	Students to follow their timetables, with all synchronous lessons on MS Teams (we recommend 40 min lessons with time away from screens in-between). Teachers and departments will balance the MS Teams and other activities across the week to ensure that pupils have a balanced 'diet' of learning and sufficient variety. Schools will also provide opportunities for regular assemblies on MS Teams.
Attendance recorded	Yes – non-attendance at online lessons on MS Teams to be recorded as behaviour events in Bromcom. Behaviour workflows can then trigger parent communication such as text messages to notify of absence. (Guidance to follow)
Pupils submitting and teacher responding	Daily – through MS Teams lessons and MS Teams/SMHW assignments – teacher feedback in line with school policy
1:1 Pastoral contact	Every child is 'seen' every day - daily contact for any pupils who do not participate in MS Teams lessons (if pupils cannot access through lack of technology at home, or otherwise, consider if they should attend community classrooms).
Maintaining contact with vulnerable pupils	Additional/more frequent phone/video calls will be required for vulnerable pupils. This could be scheduled weekly calls for parents of SEND/particularly vulnerable pupils who would benefit from this. A small number of vulnerable pupils may require daily contact with parents.
Tools for recording and sharing with pupils	Loom for recording content that you want to share with pupils online Sway/SharePoint via MS Teams or SMHW for sharing
Tools for lesson prep	NearPod, usual MS suite of tools
Online learning platforms	SPArk Oak Seneca Hegarty (maths)
Monitoring and reporting	Principals will monitor the quality and quantity of learning set by teachers, including feedback. We will be collecting data on non-engagement and carrying out an audit of your provision – details to follow.

Effective Remote Learning is a 'blend' of activities

- In a fully remote learning environment, activities can be either:
  - **Synchronous** - teachers and pupils communicate in real-time e.g. live lesson on MS Teams
  - **Asynchronous** – teacher sets work, for pupils to complete in their own time, with feedback provided later
- The below diagrams illustrate the differences between synchronous and asynchronous activities
- Think about the pupils' diet – it should not be all of one or the other



Ark Resources Online – for teachers

The remote learning area of the Ark Library will be regularly updated. Changes will be communicated through the Principals' Bulletin.

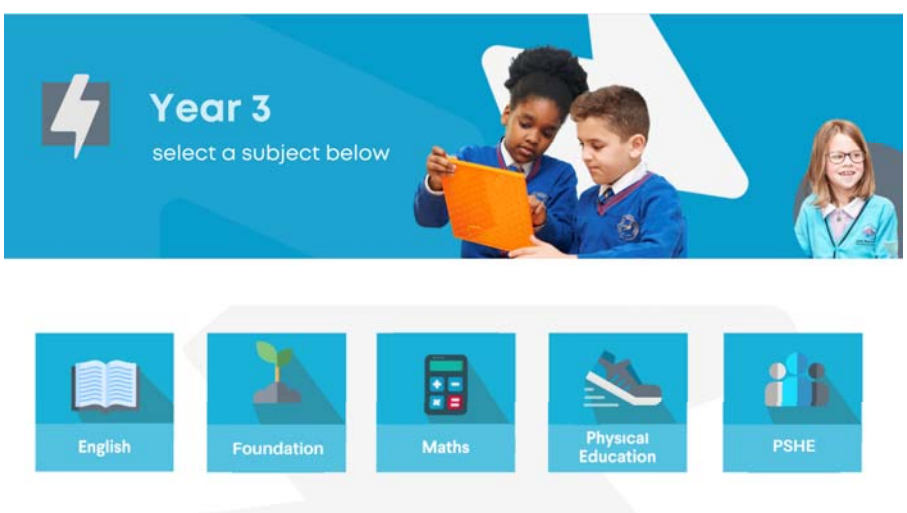
We suggest you bookmark and follow the page, checking regularly for updates.

- https://arkschools.sharepoint.com/sites/Library/SitePages/Remote-Learning.aspx

Ark Resources online – for pupils

Ark SPArk is the pupil facing area of SharePoint. It has an area for each year group to support their independent remote learning.

Central team colleagues, network and subject leads will continue to add resources that are relevant to the Ark curriculum for all key stages.



Monitoring Engagement

- Schools need to ensure that they have a process for monitoring and following up on pupil engagement.

- Schools must:
  - Record non-attendance at MS Teams lessons (secondary) and daily key touch-point sessions (primary) – we will provide guidance on how to do both.
  - Have a process for following up with pupils and students who are not engaged - this might be a text message or phone call on the day, followed by an MS Teams parent meeting for repeated failure to attend – the approach is up to you, but it should escalate.

- We will be collecting:
  - % pupils not engaged in 'live' online learning (we may collect this via forms in the first instance, but hope to collect via behaviour events in the MIS)
  - Primary – number of posts and teacher responses each week on SeeSaw (collected automatically)
  - Secondary – active pupils in MS Teams lessons and number of MS Teams assignments set (collected automatically)

Next steps

- **Ark**
  - More detailed update to the ABC@Home Remote Learning guidance to be shared
  - Training calendar for all platforms named on remote learning expectations
  - Safeguarding guidance updated and shared with schools
- **Schools**
  - Plan for wider deployment of Chromebooks to pupils, liaising with IT team as needed
  - Respond on device requirements through survey to be issued
  - Respond on ABC@Home Audit once circulated