Alt *Remote Learning strategy (2020-21)*

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Context:
- Alt Academy serves a disadvantaged community in Oldham almost half our pupils live in the top 10% most deprived areas and are eligible for PPM, over 1/3 are eligible for FSM, around 20% have SEND needs and around 60% come from BAME backgrounds. Not all families have access to IT to support online learning.
- In March 2020 and again in January 2021, schools were closed with little notice, offering scant chance for the school to make the transition to online learning and to ensure practitioners, pupils and parents could use this effectively in such a new context.
- Purple Mash was quickly introduced as a platform to support access to online learning activities and has been maintained since. In addition, the school supplied several work-packs in paper version and a variety of reading books to each child.
- In September 2020, Oldham became a borough with additional local lockdown restrictions due to the raised number of cases across the borough.
- Self-isolation and bubble closures were likely to continue in the short to medium term and as the rest of the country was aware, the possibility of further lockdown must be considered. This happened in January 2021.
- During the lockdown of January 2021, schools were given more preparation time and we were embedding the use of technology and Purple Mash into our teaching through computing lessons and setting homework.
- The Trust developed the Harnessing Technology Maximising Learning (HTML) initiative in January 2021: a challenging and ambitious plan to enhance learning through the use of technology in the long term (not as a response to Covid-19 challenges). There are seven core principles of the initiative which underpin a robust implementation plan: 1. Every child has access to a device; 2. Consistent remote learning strategy; 3. Quality remote learning offer; 4. Stakeholder accountability; 5. Quality education for all; 6. Parental Partnerships; 7. Safeguarding is our highest priority.
- We need to continually address any gaps in pupils' learning and to continue to develop pupil knowledge, skills and understanding through a blended approach of school and remote learning.
- Whilst not a substitute for face-to-face classroom experiences, remote learning can be used to maximize the opportunities for learning.

What the research tells us:
- The impact of school closures on pupils from disadvantaged backgrounds is disproportionately negative and the gaps, which have been narrowed in previous years, will now be widening again.
- The most effective learners can self-regulate and organise their approach to learning. They are aware of their strengths and weaknesses and have well-developed metacognitive strategies that help them to learn. Metacognitive strategies can be taught and are particularly powerful when they are subject specific. These metacognitive strategies will be particularly important for your pupils if you cannot be with them in the classroom, along with a consideration of how we learn and how we remember what we have learnt. (EEF Metacognition and Tiered Approach to academic year planning)
- There is evidence that remote learning can have positive impacts on learner outcomes (EEF Remote learning Rapid assessment)
- Several studies do identify access to technology as an important barrier to implementing remote learning approaches. If school or pupil level disadvantage means that pupils do not have access to the technology needed to engage with remote learning, this is likely to cause attainment gaps to widen. (EEF Remote learning Rapid assessment)
- It is unlikely therefore that a single 'catch-up' strategy will be effective. A range of remote learning opportunities would suit different contexts, pupils, tasks and content.

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Tiered Approach for enhancing Remote Learning provision (EEF Model):

1) Teaching

- Teachers complete **baseline assessment** of the pupils in their class and will use this to identify gaps in learning. Resources such as the Juniper materials have supported teachers to assess and plan for this. In the short term, planning has been focussed around the key objectives linked to these gaps. In addition, teachers will use pre and post teach to maximize learning.
- The **curriculum overviews** have been reviewed and adapted to highlight the best opportunities for the teaching and learning of missed learning. ie, in Maths planning gaps in Number in first term to match objectives from age related curriculum (WRM)
- **EYFS** has focussed provision and curriculum around Speaking and listening opportunities, increasing phonics sessions to ensure pupils complete phase one phonics swiftly.
- **Timetables** have been revised to prioritise: reading: maths & writing sessions; phonics catch up in key year groups; EMHW activities; hygiene & other routines; creative curriculum activities. In addition, 3 weeks of knowledge activator activities for 'wider curriculum topics missed / replanned' to activate prior learning & stimulate long term memory.
- The implementation of key principles of **metacognition** are paramount to support pupil's learning, develop skills to enable independence in all learning including remote. Teachers are using : Review and activate of prior learning; explaining & modelling; opportunities for practice; and reflection on learning. They are beginning to model the use of these strategies in class.
- We have identified **online resources** to supplement our existing provision including: WRM online videos, powerpoints & workbooks; RWI model lessons; Times Tables rockstars; BBC Bitesize; and identified lessons from Oak National Academy.
- Purple Mash is being used to enhance **homework**. In addition, the Topic specific rubrics and knowledge organisers are being further developed to ensure 1/2 termly dissemination of a vareity of practical activities & EMHW activities.
- Staff and pupils are becoming **familiar** with **online learning** (resources & structure) including: loggin on; use of IT links; stop and pause opportunities; completion of quizzes and questions; use of associated worksheets; and pre recorded teaching videos.

2) Targeted academic support

- Teaching is appropriately **differentiated** and support enables all pupils to access learning.
- To develop pupils' independence, TAs will implement the **MPTA principles**: scaffolding; prompting; cluing; and modelling.
- Classroom **interventions** will include: pre& post teach; twice per day phonics Y1-3; 1:1 / small group work Y3 not passed phonics screening; Y2 catch up.
- Remote learning opportunities will include activities related to **Emotional Health and Well Being (EMHW).**
- Pastoral team will ensure more frequent contact with **vulnerable pupils** to check on well-being and learning progress.

3) Wider strategies

- Staff will be encouraged to **share videos** of class novels being read or age-appropriate key texts.
- TAs will have opportunities to **prepare videos & other resources** to support remote learning activities during PPA.
- Investigate use of **online learning platforms** (microsoft teams, google classroom)
- Develop strategy, establish **guidelines and expectatons** for the remote learning including: Safeguarding; communication; content and feedback.
- Research, plan and deliver **CPD** to develop staff confidence & expertise in: effective remote learning; metacognitive skills; effective intervention strategies; MPTA; and EMHW.
- Develop & share **Parental Guidance** for remote learning including: process of and expectations for learning during a bubble closure; use of rubrics; reading; EMHW; online safety and online platforms.
- Take part in the **Trust wide PPR** and implement key recommendations.
- **Pastoral team** and staff will continue to monitor and support vulnerable families
- Ensure home access to sufficient IT devices and **IT infrastructure** to support the effective use of online platforms.
- Effective **monitoring** of teaching & learning; interventions; and remote learning will feed into PPM and enable quality assurance.

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Approach and expectations overview of school: (see Unit specific appendix)

• **For all classes/year groups where no pupils are absent due to self isolation: (onsite)** *(Some pupils maybe absent due to other common childhood illnesses)*	• **For classes/year groups where individuals/groups are self isolating and not attending school: (hybrid)**	• **For classes/year groups where all pupils are self isolating due to a bubble closure OR there are national/regional school closures announced by the government or local leaders: (distanced)**
• Teachers upload one short lesson or video per week for maths **or** English which should link to planned work for that week. • Teachers model the principles of metacognition in class to support pupils' in remote learning (activate prior learning, explain and model, praise and reflect). Scaffolds to support independence will be shared with pupils in class to support learning at home. • Teachers pick up on misconceptions from homework set on Purple Mash. • Teachers use pre and post teach to prepare pupils for learning/pick up on misconceptions. • Model and practise with pupils in class: use of Purple Mash; serial mash, Oak Academy; BBC Bitesize; WRM online; RWI phonics online; accessing and responding to emails. These are all referred to on the school website. • Teachers upload at least one short input video for English or maths per week linked to planning/learning for the next week (could be used in pre and post teach in class). • Reflect on Purple Mash assessments against Target Tracker. • Teachers produce half termly topic rubrics and knowledge organisers. Rubrics will include: topic; Science; EMHW; and activities to support the Harmony Pledge. These will be shared with pupils at the beginning of the term and followed up at least weekly in class.	• Teachers will upload daily lessons which will include some videos, audio PowerPoints, worksheets and Purple Mash activities, which reflect the current learning in the classroom. • Teachers model the principles of metacognition in class to support pupils' in remote learning (activate prior learning, explain and model, praise and reflect). Scaffolds to support independence will be shared with pupils in class to support learning at home. • Teachers use pre and post teach to prepare pupils for learning/pick up on misconceptions. • Teachers will prepare a remote learning planning grid for English, maths and the wider curriculum to include: 5 reading activities; 5 maths lessons; 5 English lessons (4 grammar and sentence work and 1 extended write); 5 spelling (Y4-6); 5 phonics (R-Y3); and wider curriculum activities (1 for R-Y1, 2 for Y2-Y3 and 3 for Y4-6). Generic timetables can be found under the home learning tab on the Alt Academy website. • Pupils will be directed to watch/interact with other online resources to support the current class focus back in school: Oak Academy; BBC Bitesize; WRM online; RWI phonics online (as and when appropriate). These are all referred to on the school website. • Feedback from teachers (2Do comments or emails) will be brief but should inform planning, assessments on Target Tracker and future setting of tasks.	• Teachers will upload daily lessons which will include some videos, audio PowerPoints, worksheets and Purple Mash activities, which reflect the current learning in the classroom. • Teachers model the principles of metacognition in class to support pupils' in remote learning (activate prior learning, explain and model, praise and reflect). Scaffolds to support independence will be shared with pupils in class to support learning at home. • Teachers pick up on misconceptions from homework set on Purple Mash to inform future planning. • Teachers use pre and post teach to prepare pupils for learning/pick up on misconceptions. • Teachers will prepare a remote learning planning grid for English, maths and the wider curriculum to include the equivalent of around 3 hours in KS1 and 4 hours in KS2 to ensure learning moves on: 5 reading activities; 5 maths lessons; 5 English lessons (4 grammar and sentence work and 1 extended write); 5 spelling (Y4-6); 5 phonics (R-Y3); wider curriculum activities (1 for R-Y1, 2 for Y2-Y3 and 3 for Y4-6) and weekly PE. Generic timetables can be found under the home learning tab on the Alt Academy website. • The extended write will be linked to the English remote learning across the week using videos, high quality texts or audio stimulus. • The weekly RWI phonics video models the sound being taught for that day and there are activities and worksheets which consolidate learning.

• Teachers will hold an end of topic share session to enable pupils to reflect on and celebrate their remote learning. • A further supplement to this package is the use of shared videos to develop reading, preparing video recordings of a book or chapter and sharing across the Unit. • Stationery to support remote learning will be made available from school.	• Senior Leaders and the academy attendance team will carry out safe and well checks and will check that children know how to access their remote learning, providing support where needed. • Teachers produce half termly topic rubrics and knowledge organisers. Rubrics will include: topic; Science; EMHW; and activities to support the Harmony Pledge. These will be shared with pupils at the beginning of the term and followed up at least weekly in class and online accordingly. • A further supplement to this package is the use of shared videos to develop reading, preparing video recordings of a book or chapter and sharing across the Unit. • Stationery to support remote learning will be made available from school.	• Pupils will be directed to watch/interact with other online resources to support the current class focus back in school: Oak Academy; BBC Bitesize; WRM online; RWI phonics online (as and when appropriate). These are all referred to on the school website. • Feedback from teachers (2Do comments or emails) will be brief but should inform planning, assessments on Target Tracker and future setting of tasks. • Weekly wellbeing calls will be made by the teacher/TA to check on wellbeing and discuss any remote learning concerns. These will highlight any rare occasion where the remote learning may need supplementing with paper packs. • Vulnerable families or those who are not accessing the online tasks on Purple Mash will receive more frequent contact (in the case of national closures, these children should be accessing provision on site) • Teachers produce half termly topic rubrics and knowledge organisers. Rubrics will include: topic; Science; EMHW; and activities to support the Harmony Pledge. These will be shared with pupils at the beginning of the term and followed up at least weekly online. • A further supplement to this package is the use of shared videos to develop reading, preparing video recordings of a book or chapter and sharing across the Unit. • Stationery to support remote learning will be made available from school. • Leaders will plan a monitoring process to evaluate impact, teacher workload and pupil engagement. This will inform future planning and decision making.