



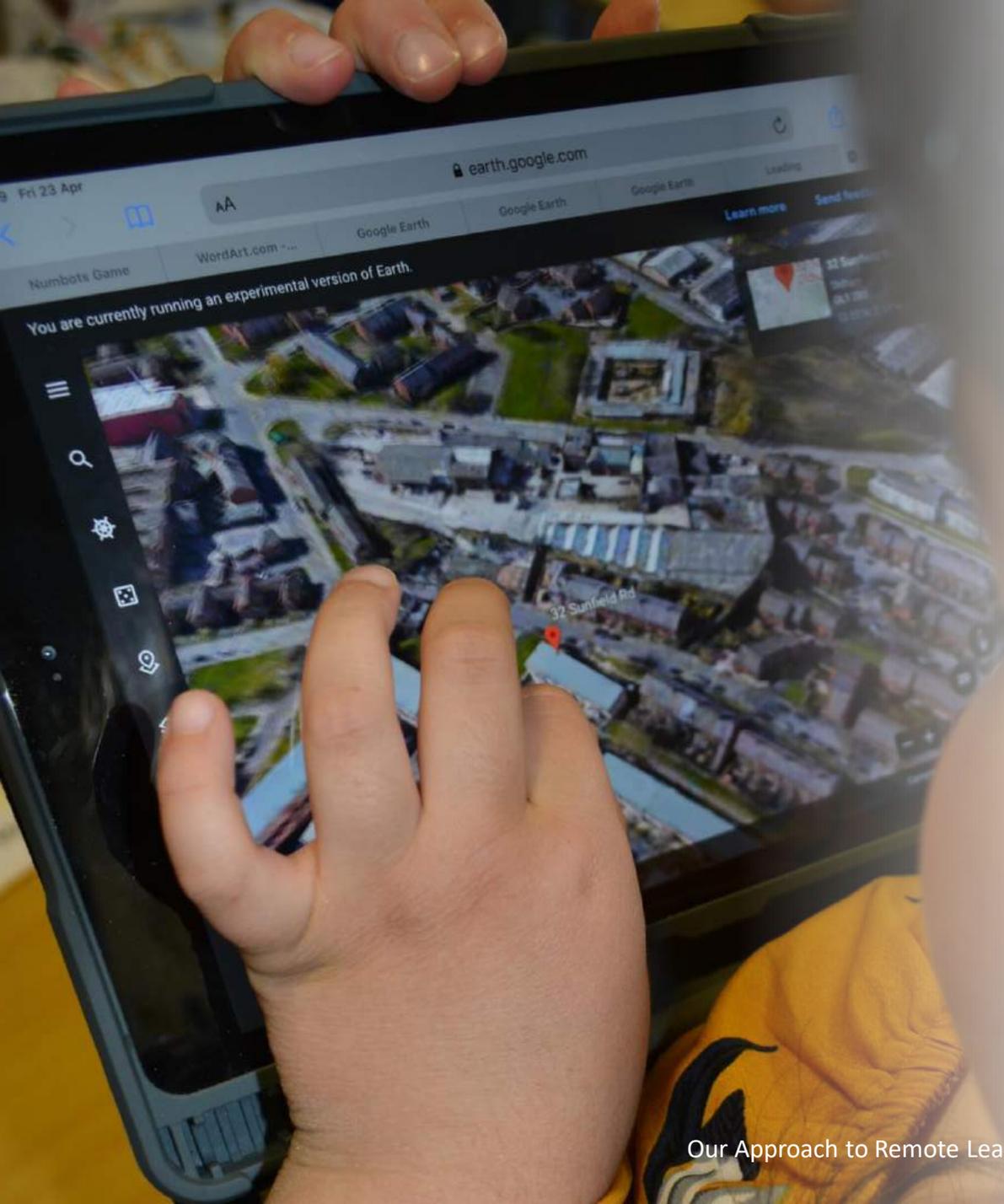
Harnessing Techno

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Harnessing Technology Maximising Learning

Our Approach to Remote Learning



Our Approach to Remote Learning

Our vision is that The Harmony Trust will be known for best practice in educational excellence. We have a strong moral purpose to do what is best for children and families which underpins our ethos. We aim to raise aspirations and attainment of all children, developing pupils with high self-esteem and responsibility. The Trust is committed to the delivery of high-quality education delivered by excellent staff, in a caring, supportive, learning environment.

As we adapt to the challenges placed upon us by Covid19, we have worked to develop a strategy around delivering our vision whether pupils are accessing the onsite curriculum in school or working remotely due to national restrictions, self-isolation and bubble closures.

Our aim is to harness the use of technology for teaching and learning; to close the attainment gap and in particular for those at risk; to ensure that learning opportunities for all children are maximised as both a response to the Covid closure period and in delivering a high-quality education that prepares our pupils for their future.

Created September 2020

Updated January 2021

Updated September 2021

Document to be reviewed March 2022

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Introduction

At the Harmony Trust 'Remote Learning' is defined as any education that occurs offsite primarily through the use of technology. This may be as task set to extend the learning beyond the school day and on the occasions where pupils may not be able to attend school but are well enough to participate in learning.

'Our Approach to Remote Learning' aligns with the objectives of our wider strategic plan and is one element of our wider 'Harnessing Technology Maximising Learning' (HTML) Strategy. The HTML Strategy is ambitious in its aims to significantly increase the use of technology across all our academies so that children and staff use it wisely to enhance their learning. Being innovative with the use of technology can support learning and complement our already well established and effective approaches to teaching and learning. We know that our pupils learn best when the learning intention is clear, when lessons are well sequenced, when concepts and skills are modelled and there are memorable hooks for learning. The intention is that devices and access to appropriate technology for all will accelerate pupil progress, encourage independent, expert learners and support teachers in managing their workload.

The HTML Strategy consists of 4 main parts all of which are fundamental to the success of its implementation

- 1) Increased access to devices
- 2) Infrastructure to support
- 3) Teaching and Learning with technology
- 4) CPD Programmes for Leaders, teachers and support staff

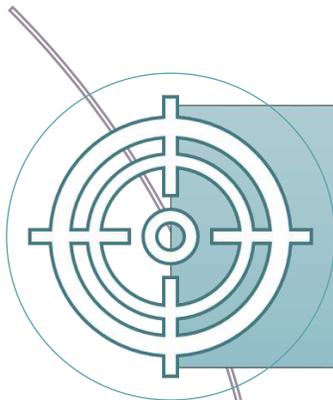
Purpose

The purpose of this document is to outline the trust wide offer and approach that has been agreed by all our Principals. Each individual academy will then develop an academy 'Remote Learning Offer' which follows the principles that have been agreed by the Learning Matters Steering Group (LMSG) and are outlined later in this document. Individual academy Remote Learning Offers are available on the academy websites and as part of our HTML Strategy academies will continue to develop methods of effective parental and pupil communication through our websites and associated applications.

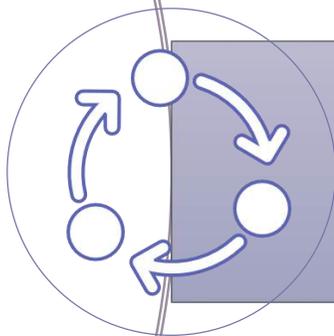
The strategy fits within the Great Place 2 Learn section of The Harmony Trust Strategic Plan.

Overview of The HTML Strategy

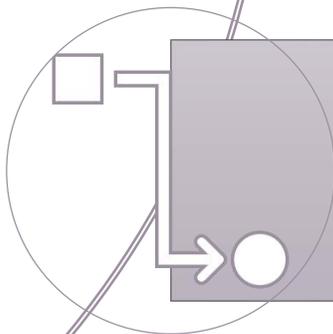
IT Strategy		Teaching and Learning Strategy	CPD Strategy
121 Devices Scheme	Infrastructure		
<p>Y3 - 6 iPad & keyboard for every child to use at both school and home</p> <p>Y1&2 Increased access to technology in school and to those who need it at home</p> <p>EYFS Investment in appropriate technology</p> <p>SEND Complex Needs Communication HI</p>	<p>Core services</p> <p>Broadband Leases</p> <p>Wireless connections</p> <p>Management of Devices and Software</p> <p>Teacher Devices</p> <p>TA Devices</p> <p>Technology on Site</p>	<ul style="list-style-type: none"> • Remote Learning – Covid and Beyond • Enhancing Teaching and Learning • Computing Curriculum– Digital Literacy • Catch Up Strategy and Accelerating Pupil Progress • Parents – Engagement, Supporting Learning 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Leaders • Teachers • Support Staff
<p>Impact and Evaluation</p> <ul style="list-style-type: none"> • Outcomes for Pupils • Skills and Perceptions • Pupil, staff and parent voice 		<p>Platforms</p> <ul style="list-style-type: none"> • Purple Mash AND Microsoft • Accelerate Reader and MyON • Oak Academy and BBC Education 	<p>Workforce</p> <ul style="list-style-type: none"> • Improving Productivity • Collaboration • Ways of Working • Delivery
		<p>Monitoring, Challenge and Support</p> <ul style="list-style-type: none"> • Academy Visits, Peer Inquiry • Data – devices, engagement • Progress and Standards Meetings 	



The **intention** of our Remote Learning strategy is to ensure that pupils receive a high quality educational experience when they are not in school. We aim to develop a remote education that is integral to curriculum planning. The protocols around accessing remote learning will be clearly understood by all stakeholders. Pupils will be confident in accessing learning activities set which will be aligned to the core *in-school* curriculum.



This strategy will be **implemented** via a tiered approach which outlines teaching strategies, targeted academic support and wider strategies based on research conducted by the EEF*. These can be found on pages 20 and 21 of this document. All pupils in Key Stage Two now have access to their own device and therefore increased opportunities for learning.



The **impact** of this policy will be measured by careful monitoring of engagement with tasks set, ongoing teacher assessments and pupil progress meetings and regular, scheduled reviews of this policy. Pupil, staff and parent voice will also provide useful insight into the impact of this strategy and will support leaders in their evaluation and development planning. A peer inquiry in Summer 2022 will measure the impact across the trust and will find examples of excellent practice which will be shared through recommendations to the LMSG

*[The EEF guide to supporting school planning: A tiered approach to 2021](#)

Principles:

- Remote learning activities will be engaging, varied and accessible to all pupils regardless of ability.
- The ethos around high expectations for all and quality first teaching balanced with positive relationships between our academies and the families they serve will drive the Remote Learning Strategy.
- Where pupils are working remotely, this should not be at a further detriment to their education and pupils should continue to work at age related expectation as far as possible.
- Remote learning activities will be in line with in-school offer
- Remote learning needs to be integrated into the curriculum so that pupils can switch from school-based learning to home learning. Programmes such as Purple Mash and Microsoft Teams will be integrated into in-school lessons so that pupils are confident in the functionality of such programmes and can access the learning content set by teachers seamlessly.
- The use of technology will be maximised – both in and out of school with remote learning platforms used to deliver homework.
- All pupils will have appropriate access to working devices and families will be supported to gain adequate internet access.
- All staff will receive relevant training to upskill practitioners to use technology as an enabler for learning both within and beyond the classroom.
- Staff workload and wellbeing will be given full consideration with expectations being achievable and realistic.
- Parental communication will be regular and timely taking into account the level of support needed by pupils to access content and managing expectations.
- Safeguarding of pupils, families and staff is paramount. Pupils will receive specific online safety induction lessons before being given a device. Staff and pupils will receive regular guidance and support around keeping safe online. Online safety is also built into our PSHE and Computing curriculum and is a key principle of our safeguarding culture.

Underpinning this strategy will be the continued awareness of our school communities and the circumstances of the families we serve. We will always remain mindful of the hardships many of our families have experienced – and are still experiencing – as a result of the Covid-19 pandemic. The principles behind this policy will be applied accordingly, in a thoughtful, considered and measured manner.

Context:

- The academic years 2019/20 and 2020/21 were severely disrupted by the impact of the Covid-19 Pandemic. During this period schools went a significant and rapid change in their approach to the use of technology for online learning. Although there were many similarities across the trust the impact has affected our academies in different ways. The period has been one of significant challenge but also one of great opportunity.
- **During 2020/21 there were 131 bubble closures across the 15 academies, resulting in approximately over 6500 hours of onsite education missed**, this does not include the closure period from January to March 2021.
- During the school closure period places were made available to all vulnerable pupils, children of critical workers and those pupils who were at risk of not engaging in learning. As a trust we went above national recommendation in our school place offer.
- Infection rates continue to disrupt 'normal school activity.' Government guidance is that self-isolation for pupils is no longer necessary, however, pupil learning continues to be disrupted as a result of positive cases. Up to date information about local infection rates can be viewed here: <https://www.schoolcovidmap.org.uk/>
- The Department for Education has directed that children (who are well enough) need to be able to access a full curriculum offer when they are not able to attend school including those families who may be overseas. This remains challenging for many primary aged pupils and in particular those in the Early Years Foundation Stage, those with EAL or SEND, those pupils who are newly arrived in the UK or those may not have digitally literate parents to support.
- Whereas Remote Learning will never be a substitute to face to face classroom experiences, this specialised provision needs to be maximised for it to have the greatest possible impact. **Remote learning activities should be designed to move learning forward as well as consolidating prior knowledge and understanding.**
- Families continue to feel the 'strain' of Covid 19 which includes job insecurity, financial pressure, lack of outdoor activity, inability to rely on extended family for support, lack of usual support groups and networks particularly in relation to mental health.

What has been the impact of the Covid Pandemic? July 2021

Worked example for a typical child (based on real cases)

- *A pupil who is identified as disadvantaged was 4 points behind Age Related Expectation (ARE) in March 2019. During the first lockdown period they accessed some learning through Purple Mash, and read each week on MyON. They sustained their prior attainment but as they were not in provision they lost a terms learning (2 pts) as did their ARE peer. They returned to school and made good progress during the Autumn term through quality first teaching and some targeted intervention. During the second closure period the pupil was given their own device and accessed remote learning 3 to 4 times per week. Their progress over the two terms is good 4 points. However, they are now 6 pts behind ARE and remain 4pts behind their peer. The pupil is at risk of not meeting Age Related Expectation and the gap between the peer may remain over time.*

The broad outline of the impact of the Covid pandemic at Harmony is that during the first closure period (March 2020 to June 2020) the levels of prior attainment were broadly maintained. Few children regressed in their learning because the intentional home learning offer was to practice and consolidate the skills that had previously been taught. Although prior attainment was maintained, new learning had not taken place and so an attainment gap emerged that would take a period of accelerated progress to close. **All pupils lost a term of learning during this period** (2pts equivalent in target tracker) Those who were already attaining below their peers continued to do so and had the additional challenge of the additional 2 points catch up to be on a par with age related expectation. Upon return to school in June academies focused on ensuring pupil well-being, settling and recovering and the curriculum was matched to need. Academies focused on the basic skills and it was particularly noted that speaking and writing had been most affected by the closure period.

As the new academic year began in September 2020 the focus on catch up remained. **Autumn term data and feedback from leaders was that pupil progress was beginning to accelerate during that term.** Academies has adjusted their curriculum plans so that the focus was on the basics of speaking and listening, reading, writing, number and calculation. Curriculum content was prioritised so that essential skills were the foundations of the curriculum. The academies then faced a second closure period (January 2021 to March 2021) where expectations from government for remote learning and onsite provision were much higher. All academies secured a substantial and compliant remote learning offer and over a thousand devices were given to families to ensure that all children had the opportunity to engage. As a result of this pupils continued to build on the learning from the Autumn term but **there were interruptions to progress and rather than accelerate progress it seems that the progress over the first two terms of the academic year was satisfactory** (4 points).

This is a broad picture of attainment and the trust data pack shows in greater detail the overall picture of progress and attainment position as pupils returned to school. Progress data is useful to show the difference we continue to make, but it is important to keep the attainment in mind so that we recognise the gap between current attainment and key stage outcomes. **The data currently shows that in most academies and in most year groups the proportions of pupils on track to meet their end of key stage targets is lower than attainment at the end of the prior key stage. On current attainment we are at significant risk of greater proportions of pupils leaving Harmony at the end of Key Stage Two working below the end of key stage expectation and insufficiently prepared for the next phase of their education.** We know that nationally those who achieve at the end of Key Stage Two go on to attain better GCSE and life outcomes and so need all pupils to be as best prepared as they can be. Our teachers continue to support transition and leaders are particularly aware of the Year 6 cohort who will move on to their next stage of education and will be expected to take their SATs this year and have the least time to catch up and achieve ARE. We will be asking leaders to consider their 'Raising Attainment Plans' for each year group and considering as an LMSG how to make best use of resources and in particular technology to support catch up and the consolidation and practice of learning.

What does the research tell us?

- School closures are likely to reverse progress made to narrow the gap in previous years
- Disadvantaged pupils will have been disproportionately negatively affected by the school closures
- Effective remote learning will mitigate the extent to which the gap widens
- It is unlikely that a single 'catch-up' strategy will be effective
- Supporting pupils to work independently can improve outcomes (*links to metacognition and MPTA scaffolding framework*)
- Different approaches to remote learning suit different tasks and content
- 'Best evidence on supporting students to learn remotely' Education Endowment Foundation, April 2020.
<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, particularly for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- . Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

Rapid evidence assessment
Distance learning



What did we learn and how has this influenced 'Our Approach'?

From *Remote learning summer 2020*

- As a result of effective collaboration across the Harmony Trust more widely, monitoring showed that engagement with some element of home learning (or access to school provision) has risen significantly since the early stages of implementation. In April 2020 approximately 35% of pupils were able to access remote education provision. In January 2021 we saw greater proportions participating in some form or another with approximately 90% engaged. We know from discussions with academy leaders that the way pupils are engaging and quantity of time spent on remote learning is variable.

Factors influencing this increase included:

- Acquisition and distribution of devices
- Telephone contact with vulnerable families to persuade them to utilise the in-school provision
- The creation of paper-based home learning packs which were available for collection for key groups (summer term 2021)

Further feedback from Leaders, Pupils, Teachers and TAs is summarised over the next few pages.

Through analysis and reflection, leaders concluded that definite lessons could be learned from what was found to work effectively and the acknowledgement of the barriers and challenges academies faced during the initial national school closure period.

What worked well?	What were the barriers and challenges facing academies?
<ul style="list-style-type: none"> • Having strong relationships as a firm foundation for any contact made during school closure • Regular contact with families – especially by class teacher. (NB: if the contact was perceived by families to be too frequent, this, on occasion, caused frustration) • Prompt feedback from class teachers to completed tasks resulted in greater engagement • Collaboration with other academies and DFE to source extra devices • The involvement of the family support team 	<ul style="list-style-type: none"> • Lack of time to prepare from when the closures were announced to when remote learning was required (this is the same situation for the national lockdown announced in January 2021 but leaders, teachers and pupils are in a better position now than in March 2020) • In the first instance, lots of online resources were being made available at a rapid pace. There was little time to review/quality control what parents and pupils were being directed to • Pupil access to devices. Siblings were regularly sharing one device – often a mobile phone to engage with tasks. • Internet connection – families often relying on a mobile phone data. • Financial considerations – where parents were furloughed or lost jobs, decisions had to be made about maintaining internet contracts versus paying for food and other bills • Language barriers when making contact • Families returning to their ‘home countries’ • Differentiation of activities – especially access for pupils with SEND • Appropriate resources for EYFS • Systems/infrastructure needed to be created ‘as we went along’ – devising spreadsheets and logs to monitor contact and engagement • Access to technical support if there were any issues with devices • The initial workload in configuring any new devices and installing all relevant software before they were issued to pupils • Parental scepticism around online learning – many preferring ‘pencil and paper’ packs • Parental education level – poor literacy skills (academic and digital) often prevented parents being able to support their children in completing the tasks • The lack of availability of ‘supplementary’ resources in homes – few books, toys, art materials, scissors, paper, pencils – to enhance any remote learning experience

Pupil voice and learning from the first school closure period

During the Autumn Term 2020 a trust wide pupil survey was carried out with over 1200 pupils responding from across all 15 academies.

The main findings were:

- The majority of pupils had a positive response to the home learning offer, they enjoyed learning online and could identify some of the learning and progress they had made during the Summer Term 2020 lockdown period.
- Many pupils felt that they had improved as a result of participating in learning online, they also felt that they had a better understanding of how to use IT
- Pupils identified the advantages of being able to communicate with their teachers and their peers through the use of Purple Mash Emails. The need for continued relationships, contact with teachers and feedback on their learning came strongly from the survey responses.
- The majority of pupils responded positively to the learning platforms available to them naming Purple Mash, TT Rockstars and MyON in particular.
- Some pupils commented that they found learning easier when they didn't need an adult to help with their learning and they could be independent and get on.

Pupils identified the following barriers to learning:

- Limited or no access to devices or sharing devices with their siblings (20%)
- Not having a quiet space to work without interruptions (40%)
- Not being motivated or interested in the learning that had been set
- Parental capacity to support learning and not having anyone to ask if they were stuck or didn't understand

They suggested the following ways to improve the Remote Learning Offer:

- Being able to communicate with their teachers
- Increasing the offer available so there is more to do
- Using videos to explain learning
- Using quizzes and games to keep motivation high
- Older pupils wanted access to more advanced platforms such as Teams or Zoom

Making best use of Teaching Assistants

The following strategies were suggested by our TAs through consultation about how they could:

- a) support pupils and the class teacher who are at home whilst they themselves are still in school, and
- b) support pupils and the class teacher whilst having to self-isolate/work from home themselves due to bubble closures/track and trace contact:
 - After receiving relevant training on Purple Mash, TAs could support teachers in allocating activities, monitoring engagement, marking and giving feedback
 - Recording themselves reading books/chapters for children to access.
 - Phonics videos
 - Making welfare phone calls
 - Contacting children via email with Purple Mash
 - TAs can monitor and set 'battles' on TT Rockstars
 - Taking part in TT Rockstars challenges with pupils
 - Finding resources for the following week's learning
 - Being available for given time slots for 'live' Q&A sessions with pupils via email on Purple Mash
 - Can children record themselves reading at home and email videos to staff



What were our Teachers telling us about the Remote Learning experience?

Advantages	Concerns
<ul style="list-style-type: none"> • Many children are developing a love for online learning • More children are becoming independent in their learning because they are experiencing success in the classroom • Children are learning to apply their learning online • Children are becoming responsible for and have ownership of their learning • Opportunity to research based learning tasks • Children say they feel connected to school and their peers, this reduces isolation when self-isolating • Challenging the notion of learning only takes place in school • The activities are fun and engaging which can be matched to pupil need • Using technology reduces paper use • We have seen examples of positive parental engagement • Evidence that children are self-scaffolding • Can see an improvement in digital literacy • Emails have improved communication • Immediate feedback means children are proactive – they want to beat the score • We are prepare children for the future – they will need to be skilled in working online 	<ul style="list-style-type: none"> • Access – number of digital devices per household, reliability of devices and no tech support for them, some Parents work from home and devices needed • Access – match to need INA/SEND, differentiation • Access - Microsoft apps – word in particular • Workload - Time to monitor emails • Workload – Takes longer while learning new skills • Motivating a few children, sustaining an interest • Parental support and subject knowledge, online safety awareness is limited • Mental health and isolated children, Screen time – blue light and sleep • Early Years – dependant on parents to log in • Many children need rapid development of IT skills e.g. need to type 2do tasks • Self-selecting - Tasks they can do rather than those they can't • Some Purple Mash resources have limited functionality

Resources available to support the Remote Learning Strategy



Across all our academies we have taken a consistent approach and our **main digital platform for delivery is Purple Mash**, as a MAT we have invested heavily to ensure an age appropriate platform for Primary aged pupils is available to all. Purple Mash has a range of functions which suit the needs of our children and their families. Teachers can set work that is completed at an appropriate time and pace. Videos can be embedded into class 2dos so that models and explanations can be given. Pupils can contact their teachers and their peers via 2email, feedback and praise is given for completed tasks and teachers can use their marking to assess learning and adjust lesson content to support pupil progress.

We are currently developing the use of Microsoft Teams for the further development and enhancement of this strategy and so that pupils can have more opportunities for interactions with their peers and teachers. Where appropriate we may develop the use of live lessons but recognise that 'live lessons' are not always the best way of delivering the curriculum or effective as a teaching tool.

As reading is our highest priority, all Harmony Academies use MyON (Online Reading Books) and Accelerated Reader (an online reading programme with quizzes and assessment information)

Individual academies also use other online tools to support learning, these can all be accessed via links on the individual academy websites. These include but are not limited to:

- *Spag.com*
- *ORT online books/Oxford Owl/RWI Spelling*
- *Times Tables Rockstars and Sumdog*
- *Oak Academy/BBC Bitesize*
- *Video links to Music and PE sessions available from our service providers*
- *Educational Channels through YouTube*
- *PhonicsPlay*

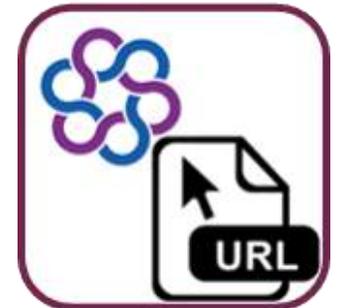


We recognise that collaboration across our academies will be an effective way to support remote learning.

As a Trust we are also developing our **Universal Resource Library (URL)** created by and for our own teaching team.

This includes:

- *Phonics lessons recorded by expert practitioners*
- *PE sessions*
- *Drama Workshops with a drama professional*
- *‘Story Time with...’ - Harmony Teachers and TAs*
- *A growing bank of additional curricular support materials*



The Role of Safeguarding within the Remote Learning Strategy

We recognise that remote learning means more pupils online and therefore increased exposure. Online Safety and Keeping Children Safe will be of paramount importance. We will do all that we can to mitigate this risk including teaching children about how to conduct themselves while online. This will include but not be limited to protecting usernames and passwords, chatroom access, the time of day that work is being completed. Children will also be taught how and when to organise their day and self-study tips.

As part of the 1:1 Device scheme for all Key Stage 2 pupils, the HTML CPD Team created a Pupil iPad Induction Package of lessons and resources which all pupils receive before taking their devices home. These lessons have a strong focus on online safety. These messages are mirrored in the documentation parents and careers sign as part of the acceptable use agreements.

We will ensure that all our practice considers the relevant statutory guidance including but not limited to KCSIE 2020, GDPR Policy, The Harmony Trust Code of Conduct, Online Safety Policy, Use of Social Media Policy and The academy handbooks.

‘The Harmony Trust Safeguarding Covid 19 Appendix’ and the ‘Monitoring Vulnerable Pupils Guidance for Principals’ sets out clearly the way in which we will ensure that all our duties are met in relation to safeguarding all pupils.



Communication of the Remote Learning Strategy

The key points from the Remote Learning Strategy will be shared with Parents through the academy websites and email.

Expectations around engagement with the Remote Learning Strategy will be agreed by the exchanging of a Remote Learning Home-School Contract which outlines what:

School will...

Parents will...

Pupils will...

Further communication will be made as and when the need arises.

Parents will be signposted to resources such as Google Translate when appropriate to ensure understanding of the strategy.

The strategy will be shared with and reviewed by staff at an academy level during INSET sessions and unit meetings

Tiered Approach for enhancing Remote Learning (EEF Model):

1) Teaching

- Teachers have a baseline assessment of the pupils in their class and have identified any gap and use resources such as the Juniper materials as support to plan around key objectives to address these gaps.
 - Homework is now set on Purple Mash to further immerse pupils in the programme and familiarise them with the functionality
- 'Short input videos' will be shared via Purple Mash or Microsoft Teams for children who are self-isolating. These will be aligned to the learning focus for that class/year group.
 - Online learning platforms such as AR, MYON and TT Rockstars are available to all pupils

2) Targeted academic support

- Tasks will be appropriately differentiated to take the needs of individuals and groups into account
- Functionality within apps such as TTRockstars to set specific multiplication practice (for instance) for key groups will be used.
 - 'Short input videos' will address common misconceptions
 - TAs will be given the appropriate training to enable them to support class teachers with the setting of tasks and sharing short input videos
 - INA Pupils will receive an introduction to Purple Mash as part of their induction Programme.

3) Wider strategies

- Staff will be encouraged to share videos of class novels being read or age-appropriate key texts
- The Family Support team will support the monitoring of and provide intervention for vulnerable families
 - Access to remote learning will be closely monitored by SLT and any follow-up actions will be implemented promptly
- Online Safety will be supported by the PSHE and Computing Curriculum as well as the Pupil Induction Lessons. Events such as Online Safety week will raise the profile.
 - Explicit links will be made to the Harmony Pledge so that children know how they are becoming Expert Learners and developing their metacognition skills.

Approach and expectations:

Data from initial baseline assessments shows that, as anticipated, reading must remain our highest priority. We know that attainment in reading is a key indicator for success in other curriculum areas and for later life.

Example Remote Learning Offer – individual academy offers appended

For all classes/year groups where **no pupils are absent due to self-isolation:**

(Some pupils maybe absent due to other common childhood illnesses)

• **EXAMPLE**

- Teachers should upload one short input video per week for maths or English.
- This should link to planned work for that week. For maths, it might be a worked example of a calculation for English, it might be a word/sentence level activity linking to the current class focus.
- Teachers should make use of existing resources wherever possible - serial mash, Oak Academy, BBC Bitesize and YouTube
- The video could be used for pre/post tutoring sessions with the class teacher or TA and/or to complete as a homework task.
- Pupils will become more familiar with accessing and responding to the emails after seeing this process modelled in class.
- Homework will be set through Purple Mash.
- A weekly Reading Comprehension task will be set as homework (on Purple Mash)
- To further supplement this package, class teachers and/or support staff might upload a reading of a book or chapter.

For classes/year groups where **individuals/groups are self-isolating and not attending school (but are well):**

• **EXAMPLE**

- **For Key Stage 2** (pupils with 121 devices):
 - Academies should make use of the online learning platforms for pupils to access the curriculum offer.
 - Pupils will be directed to access:
 - AR for X minutes and complete the linked quizzes
 - (Sumdog-or equiv) for X minutes to answer questions aligned to mathematical content being taught in class
 - (PE with Miss Dunn – or equiv) for 30minutes workout
 - Watch videos created by Harmony Staff 20/21 (or appropriate Oak/Bitesize) and complete tasks aligned to that curriculum area
 - Where and when appropriate, teachers can upload any presentations prepared for use 'in-class' and associated resources to Purple Mash for pupils at home to work through
 - TTRockstars
 - Myon
- **For EYFS and KS1** (where some pupils will have limited access to their own personal device):
 - Academies should work to provide pupils with access to a device to engage with remote learning.
 - Academies should make use of the online learning platforms for pupils to access the curriculum offer.
 - Pupils will be directed to access:
 - ?
 - ?
 - ?
 - ?

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:

• **EXAMPLE**

- Teachers should upload one short input video daily for maths and English and plan for one foundation subject activity per day (i.e 3 'lessons' per day).
- Feedback will be brief but should inform future planning and the setting of tasks.
- For foundation subjects, no videos need to be created (unless teachers choose to do this). Instead, teachers should refer to the Remote Learning LTP they created in September 2020 and direct pupils to an online resource to access
- A weekly Reading Comprehension task will be set (on Purple Mash)
- To further supplement this, class teachers and/or support staff should upload a reading of a book or chapter.
- Weekly phonecalls will be made by the class teacher/TA to check on well-being and discuss any remote learning concerns.
- Vulnerable families or those pupils 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 should plan tasks that match the curriculum that would have been taught in school. This should match the needs of the class and the frequency of engagement. Activities should move learning on and not just consolidate prior knowledge and understanding.
- Pupils may be directed to watch/interact with other online resources, such as BBC Bitesize and Oak Academy, where and when appropriate.
- Leaders will plan a monitoring process to evaluate impact, teacher workload and pupil engagement, this will inform future planning and decision making.

How will this strategy be monitored?



This Remote Learning Strategy forms part of the overarching HTML Strategy and is therefore monitored as part of that strategy.

This implementation of this strategy across our trust will be monitored by the 'HTML Implementation Group' who will act as a programme board to ensure that the appropriate resources are made available, so that academies are supported in its implementation and so that any barriers to implementation are unstuck.

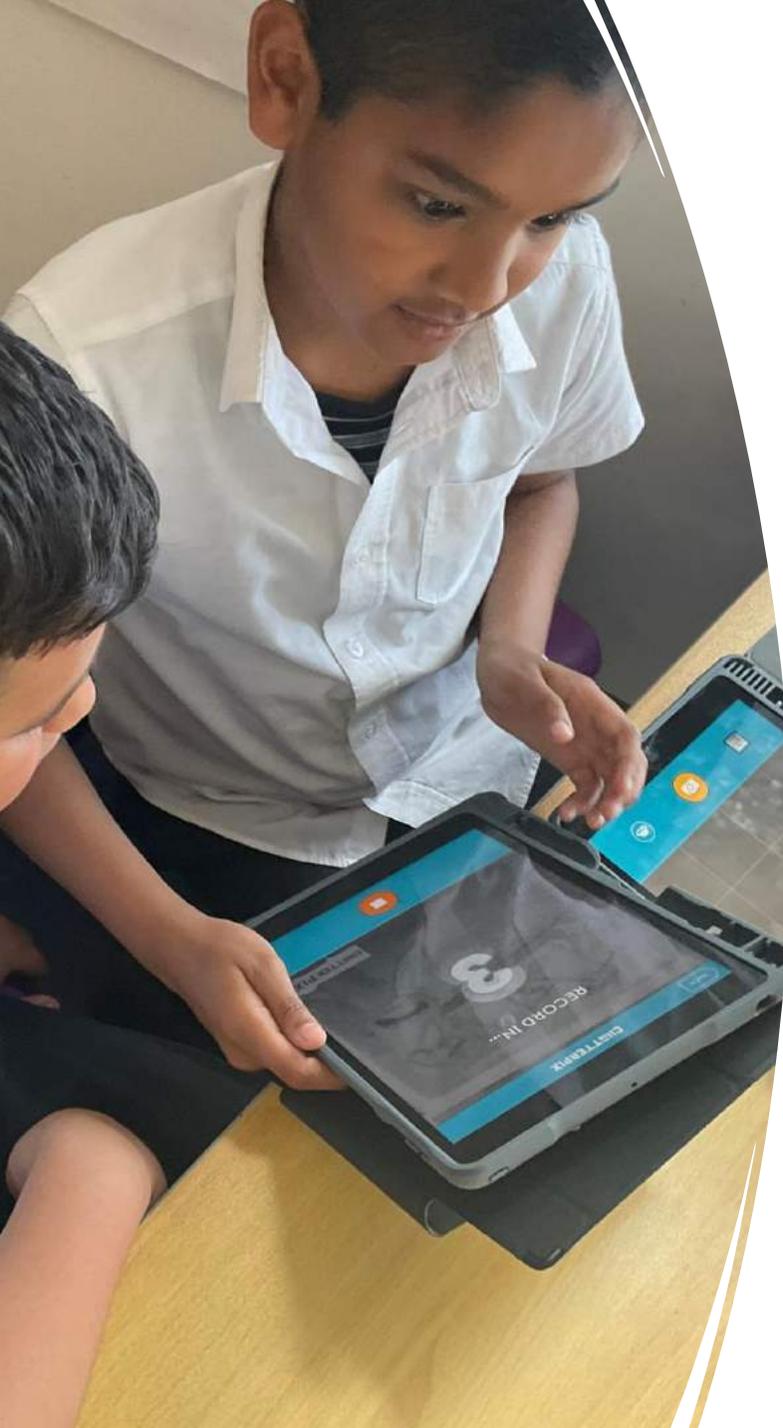
The membership of this group will be:

- Jessica Hainsworth, Director of Education - chair
- Sharon Costello, Chief Financial Officer
- David Taylor, Head of ICT
- Debbie Beeston, Trust Safeguarding Lead
- Sarah Taylor, Trust Senior Leader for Professional Development
- Kash Khunkhuna, Communication and Admin Officer
- Antony Hughes, CEO and Maggie Williams, Director of Infrastructure will also attend as and when necessary.

The Director of Education will have the responsibility for feedback to Trust Senior Leaders including the CEO and Director of Infrastructure and also to the Learning Matters Steering Group.

The Board of Trustees will be reassured that the Remote Learning Strategy is having an impact on pupil learning through the use of trust monitoring procedures. The trust monitors the quality of provision in its academies through the following processes:

- Analysing data and the context of the academy through the termly Progress and Standards meetings
- Termly Stocktake meetings with the Chair of the Progress and Standards Committee
- Peer Review Reports which are fed back to the Performance and Standards Committee
- Feedback from Parents, Staff and Pupils through Termly Forums and surveys
- Standards Moderation activity at local cluster, hub and trust wide level.



How has the Trust supported its academies?

- Providing support and guidance to leaders through the Learning Matters Steering Group
- Producing data packs that support analysis of pupil and cohort need, challenge and support through the Progress and Standards monitoring process.
- Providing a template and example guidance for this report with LMSG discussion and support
- Additional resources for remote learning, including ICT support for implementation
- Providing additional resources to academies to increase capacity and ensure they remained open during the autumn term
- This implementation of this strategy at academy level will be monitored by the senior leadership team of each academy.

The purpose of monitoring is to:

- check progress against the implementation of this strategy
- evaluate the quality of education provided through remote learning
- consider the progress made by pupils while learning online
- celebrate the success of the strategy and share good practice
- identify gaps in the skillset of the workforce and develop relevant CPD opportunities

Leaders will feedback areas of strength and improvement to their staffing teams at a key stage and academy level basis. Individual feedback will not be produced in this monitoring process

When will this strategy be reviewed?

- This strategy was created in September 2020 and reviewed and revised in mid-November 2020. It will continue to be reviewed on a termly basis for the remainder of this academic year and beyond if necessary. Thereafter this will be on an annual basis.
- Reviewed and updated September 2021
- Next review: March 2022

Appendices



Home learning approaches

Planning framework

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 can't be with them in the classroom, along with a consideration of how we learn and how we remember what we have learnt. This framework is for a learning sequence, and is unlikely to take place within a single session.

Approach	What is it?	Why include it?	Examples (online / offline)
Activate 	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	An important aspect of metacognition is planning how you'll approach a task, using what you already know.	<p>Pupils watch a relevant video, then write down everything that they remember about it Pupils complete a short quiz (either auto- or self-marked)</p> <p>Pupils read a relevant textbook passage, then summarise the key points from memory Pupils add to a partially complete concept map</p> <p>Tip: This can be as simple as reminding pupils of relevant vocabulary and could be combined with a review of previous topics.</p>
Explain 	Explicitly teaching strategies to pupils and helping them decide when to use them.	Metacognitive strategies are most effective when they are context-specific, especially if pupils understand when and why to use them.	<p>Use self- or pre-made videos, focussing on explaining your thought processes (why), as well as demonstrating the strategy itself (how) Use a visualiser to model your thinking, as you complete a series of worked examples</p> <p>Use examples in textbooks, giving additional guidance about when and why strategies are used Use a series of worked examples, with particular emphasis on explaining each step: for example, by annotating them</p> <p>Tip: Limit the amount of new information you introduce in a particular session, and break explanations into short chunks, where possible.</p>
Practise 	Pupils practising strategies and skills repeatedly, to develop independence.	Pupils need to practise new strategies, to develop independence. Scaffolds and support are needed at first, but should decrease over time.	<p>A video leading pupils through a series of practice questions, reducing the guidance with each example A series of questions with partial prompts for each one, and links to further help online when needed</p> <p>Scaffolding—knowledge organisers, essay prompts, bookmarks, structure strips, sentence starters Model answers to questions, with prompts for pupils to explain each step or analyse why they were carried out</p> <p>Tip: Consider how tasks can be split up into components, and help pupils to practise these individually before combining them into larger tasks.</p>
Reflect 	Pupils reflecting on what they have learnt after they have completed a piece of work.	Self-regulated learners use tasks they have completed to evaluate what went well, and what they will do differently next time.	<p>Videos taking pupils through key learning points for the group as a whole, after they have submitted (or marked) a set of work. Include prompts to help pupils with self-evaluation</p> <p>Short quizzes after activities, supporting pupils to think about what they have learnt, what they had trouble with, and any further help that they think is needed</p> <p>Prompt sheets that help pupils to evaluate their progress, with ideas for further support</p> <p>Tip: You can introduce prompts before you reach the end of a learning sequence too, so that pupils can monitor their progress and access appropriate support, if needed.</p>
Review 	Revisiting previous learning after a gap.	Retrieving things from memory, particularly after you've started to forget them, aids long-term retention.	<p>Short online quizzes that include questions from previous topics, as well as more recent ideas</p> <p>A 'brain dump' of everything that pupils can remember about a previous topic, with a follow-up activity to correct anything that was wrong, and add anything that was missed, using textbook or other resources</p> <p>Tip: A review needn't be a complex task—simply trying to summarise a topic for somebody else is a helpful review.</p>

Worked example:

Home learning planning framework

This is the plan for a learning sequence, and won't take place within a single session



Year group: 3

Subject: English

Topic: Spelling

Area: Homophones

Approach	What is it?	Examples (online / offline)—support students to:
 <p>Activate</p>	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<ol style="list-style-type: none"> 1. Student to watch video and complete online quiz on BBC Bitesize: What are Homophones? 2. Student reads p.6 of the Year 3 EGPS Practice book — Choose the Correct Homophone — and recaps KS 1 examples. 3. They talk to an adult in their house to explain what a homophone is, including which ones they can use in their writing.
 <p>Explain</p>	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<ol style="list-style-type: none"> 1. Student watches BBC Bitesize video explaining the use of further examples of homophones—BBC Bitesize English Appendix 1: Spelling (Year 3/4)—groan/grown, here/hear, heel/heat/he'll, knot/hot, mail/male, main/mane, meat/meet. They complete the quiz questions about when to use each of the homophones identified. 2. Student reads page 7 of the EGPS Year 3 Practice workbook and answers the quiz section. 3. They talk to an adult about the new homophones they are learning about.
 <p>Practise</p>	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<ol style="list-style-type: none"> 1. Student works through a series of guided examples and then completes homophones quiz on BBC Bitesize (Choose the correct homophone game) focusing on thought processes, decisions, and sources of help (e.g. vocabulary lists). 2. Support students to complete a set of questions, starting with highly scaffolded questions, and ending with children working through the questions independently. 3. Student draws a series of illustrations showing the funny side of choosing the wrong homophone. 4. Student makes a poster to explain how to choose the correct homophone for someone in their house, showing and explaining the rules to them.
 <p>Reflect</p>	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<ol style="list-style-type: none"> 1. Student makes a PowerPoint showing what they know about homophones and the homophones they found trickier to learn, sharing with their teacher. 2. Student completes BBC Bitesize Homophones quiz. Prompt them to think about the questions they struggled with and what helped them to remember the correct ones to use. 3. Student completes 10 sentences, choosing correct homophones from the Year 3/4 spelling list. 4. Prompt students to summarise which homophones they found trickier/easier to use correctly. For example, 'which strategies did you use to help you remember the tricky ones?' Encourage students to make a set of cards or a bookmark about how they helped themselves to remember and use these to help them in their writing.
 <p>Review</p>	<p>Revisiting previous learning after a gap.</p>	<ol style="list-style-type: none"> 1. Two weeks after completing the work above, student revisits this topic using EGPS quick test. 2. Two weeks later, ask students to complete a set of practice questions on this from memory, then check and correct using printed answers.

Resources for parents/carers:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for parents/Summary of Resources - Parents.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Resources%20for%20parents/Summary%20of%20Resources%20-%20Parents.pdf)

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

- 1 Concentrate on reading quality (it isn't all about reading lots)**
Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!
- 2 Ask your child lots of questions**
All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Why' questions, such as 'Who? What? Where? Why?' Try them when talking about books: for example, 'what do you think Harry is feeling?'
- 3 Ask your child to make predictions about what they have read**
If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'
- 4 Ask your child to summarise what they have read**
When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a character is really fun and reinforces learning. For example, 'can you remember all the things that happened on the bear hunt?'
- 5 Ask your child to write about what they have read**
Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.
- 6 Read and discuss reading with friends or family**
Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'
- 7 Maintain the motivation to read**
Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Helping Home Learning

Talk with TRUST

Learning opportunities are everywhere. You can make anything a learning experience for your child, just follow the TRUST ideas.

- T** Take turns to talk about what you are going to do
- R** Recap the plan as you are working
- U** Use lots of encouragement
- S** Share what you know to help your child
- T** Tune-in and be interested

The TRUST framework was adapted from 'High Quality Interactions' in the EEF's guidance report *Preparing for Literacy* (p.9)



Supporting home learning routines

Planning the day

Consistent routines are important for behaviour and wellbeing in school and our routines at home have changed significantly. Routines support behaviour and you will be trying a new rhythm with your family. You could share this checklist with your class. Ask to them to help them plan their new routines.

The importance of simple approaches as part of a regular routine is key recommendation 4 of the EEF's guidance report *Preparing for Literacy* (p.9).

	M	T	W	T	F
I woke up at a good time.					
I did some exercise.					
I had regular meals and drank water.					
I enjoyed some reading in a quiet space.					
I practised a maths skill.					
I completed some school work at my work space. I chunked it so I had some breaks too.					
I talked to my family about my day and how I am feeling. I asked them about their day.					
I helped with a household job and talked to my family while I did it.					
I contacted my friends.					
I spent some time on my creative hobby.					
My parent/carer told me what I did well.					
My goal.					
My goal.					



Supporting parents and carers at home:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for schools/Supporting parents and carers at home - What schools can do to help.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Resources%20for%20schools/Supporting%20parents%20and%20carers%20at%20home%20-%20What%20schools%20can%20do%20to%20help.pdf)

Checklist:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for schools/Parents and carers engaging in home learning - A checklist for schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Resources%20for%20schools/Parents%20and%20carers%20engaging%20in%20home%20learning%20-%20A%20checklist%20for%20schools.pdf)

Parents and carers engaging in home learning

A checklist for schools



Parental engagement is consistently associated with academic success. This checklist suggests five statements for teachers and leaders to use when designing ways for parents to access and support their child's home learning. In addition, there are tips to consider using in your approach.

PARENTS ACCESSING HOME LEARNING

1 Communication of home learning to parents and carers is simple and accessible



TIPS

- Limit the number of steps/clicks required for parents/carers to access the work their children have been set. For some families, setting out simple ways they can promote learning at home could be done via [text message](#), even using a pre-loaded [text message script](#) in the school's messaging system to reduce workload.
- Consider carefully the readability of your messages to the adult population. See guidance from the UK government on [writing content for everyone](#).
- Reduce the reading demand contained in communications with parents by removing unnecessary information, images and page 'clutter.'

2 Activities have been planned and adapted to meet the needs of families from a broad range of socio-economic, educational and cultural backgrounds



TIPS

- Use a blend of online and physical resources to ensure parents/carers have what is needed to support learning at home (see our [planning framework for teachers](#)).
- Adapt inclusive classroom practices for setting work online. Use EAL accessible resources, activities that require less resources and be aware of the needs of families supporting children with SEND. See our [linking home learning chat](#) to support schools in their planning.
- Consider adapting materials that could be sensitive to the home situation of some families. Children who become angry or upset because of content they find emotionally challenging are supported well in school but the same content may lead to distress or conflict in the home.

PARENTS SUPPORTING HOME LEARNING

3 Simple, practical strategies have been given to parents and carers, suggesting ways they can support home learning



TIPS

- Make it easy for parents and carers to know about the work that is sent home. Sticking to a single platform or familiar printed format can help to achieve this.
- Repeat the message that there is no expectation for parents/carers to act as teachers and get directly involved in the work set. If parents support their child to engage with the work and provide them with a space to complete it, they are doing a great job.
- Draw on [resources that offer small prompts or tips](#) that can be easily used by parents and carers to support learning.

4 Opportunities for parents to promote self-regulation have been provided alongside the programme of work set



TIPS

- Suggest simplified learning goals for each assignment that parents can be aware of and use to keep their child on track. These should relate to the work that needs to be completed as opposed to pupil learning objectives. For example, 'completion of five physics equations' or 'read chapter 12 of Macbeth and complete the 10-question quiz.'
- Suggest simple time management strategies that do not require any additional resources. Parents talking through a five-minute plan for how to approach a task and asking them how well it worked afterwards can help to develop self-regulation.

5 Where there is parental demand for ways to support their children further, ideas for consolidating learning have been provided



TIPS

- Encouraging parents to consolidate learning through [retrieval practice](#) is one way they can support children at home. For example, quizzing them on the content they have covered in a lesson, using [flashcards where helpful](#).
- Talking with children and encouraging them to explain their learning is a helpful strategy. Our [TRUST technique](#) offers practical tips for parents to sustain a dialogue with the children that is great for consolidating learning.
- Prompting children to set short-term goals, and to self-evaluate their progress at the end of each day or week based on those goals, can be supported by parents. Children may need to revisit some prior learning to ensure it truly has been consolidated.

IS THE SUPPORT FOR PARENTS WORKING?

Critically review how you support parents and carers
Talk to parents who are less involved about what support they would find helpful
Monitor and evaluate your approaches in relation to your defined aims