

Amadeus Academy Trust: Adapting Teaching Practice for a return to Home Learning in the event of a Local lock down or Bubble closure

As a Trust we have considered the options available to support remote education, our priority is to keep our approach simple, making sure pupils, parents, carers and teachers know exactly what is being expected of them.

The exact approaches adopted by each school in the Trust will vary depending on the needs of its pupils and school context, however the approaches used will be underpinned by the following expectations:

- A) ALL learning opportunities MUST be available for ALL pupils
- B) The IT infrastructure to support home learning MUST be updated proactively ahead of any future lockdown.
- C) Online Safety Policies MUST be reviewed in order to protect pupils.
- D) ALL pupils working offline must be contacted weekly.
- E) SEND Pupils must receive a differentiated offer and 1 call a week from the SENCO home as well as being provided with a dedicated link LSA in contact where possible continuing interventions.
- F) Schools MUST reassess the platforms they are currently using to ensure they adequately fulfil the expectations set out in this document.
- G) Schools MUST re-evaluate training needs for staff and pupils now, addressing these to ensure skills are secure.
- H) Core Lessons should be delivered live or recorded via video where possible, with live teaching preferable as it enables live feedback / formative assessment. (School level decision regarding proportion to ensure wellbeing)
- I) Our online offers must enable live feedback, assessment and recording of pupil work.

Inclusion

As not all pupils' home environments will support their education. And some may not have access to a device or have an internet connection at home which allows them to learn online, or join in at scheduled lesson times we will need to ensure that in the offer made all online learning is also offered offline where necessary or provision is made to support IT access.

Where practicable schools will identify and provide these pupils with devices, but this is not always possible. To help address this issue, schools with specific groups of disadvantaged pupils might consider use of the 2020-21 Pupil Premium Funding in order to support this alongside the governments £650million fund for all pupils.

Schools need to be proactive in reassessing their budgets in order to reconsider use of curriculum and devolved capital finances to ensure the stability of their IT infrastructures and access to devices for this purpose, ensuring that we are ahead of the curve, proactive in preparation for this need.

Where this is not possible, Educational activities must be created in a range of formats, so that they are accessible to all, reducing the risk of pupils being left behind.

Pupils are more likely to have access to mobile phones than laptops or computers, so using formats (like PDFs as well as google app products) that can be viewed on mobile devices will be used to

improve access to resources. Where this is not possible schools should identify teaching resources that can be easily printed and posted.

With children spending more time online, all Amadeus schools must restructure their online safety policies and address staff training in this area in order to ensure pupil safety in all activities.

Pupils using hard copies should be asked to submit work by taking photos on their phones and texting or emailing them to their teachers, or by returning them physically as safe. In this case Teachers must make phone calls home to provide formative feedback.

SEND

School must use video calls, instant messaging and / or weekly phone calls to support pupils with additional needs, unless they are attending school. Schools must prepare for a future lockdown by researching accessible opportunities to ensure this when planning and designing their teaching.

Approaches and support will need to be tailored to individual needs to prevent children falling further behind. This is particularly important for vulnerable children who might have further barriers to learning in their home environment. This requires differentiated work to be directed for these pupils, particularly targeted to meet their needs.

To support this further schools should ensure a twice-weekly phone call from our Special Educational Needs Coordinators (SENCO) to support their learning.

The SENCO should ensure weekly online team meetings with staff setting work to discuss the pupils with an education, health and care (EHC) plan and each pupil should where possible allocate a Learning Support Assistant (LSA) link to contact the pupil and their parents or carers on a weekly basis to check in and to offer support. Where possible it would be advisable for LSAs to continue to run booster lessons with targeted groups of pupils via your online platforms.

SEND departments should prepare for this eventuality by ensuring easy access to specialist items needed for support at home such as screen readers and accessibility tools.

Technology Choices

The most effective home schooling as highlighted by the EEF has used technology already familiar to staff, pupils and parents, rather than introducing new technology. This made the process of moving to remote education practices smoother. As a result schools must re-evaluate their available online platforms now, consider accessibility and the ability to meet the needs of all pupils and as needed adapt their approach in preparation for any second wave. It is essential that the approach selected meets all of the expectations set out in this document.

Training

Not all teachers, parents and pupils will feel confident using technology to support remote education. To help all teachers and pupils make best use of technology and tools, at this point schools must

identify any who may need additional help and think about how to address gaps in their capability and increase their confidence, proactively prior to any future lockdown.

Where schools have clear skill sets they should provide peer to peer training and cross Trust or peer-to-peer support for teachers and pupils.

It is important that we are further ahead in our response to online platforms and approaches prior to any future need so that we can better support our pupils.

Effective Practice

Teachers will have a good understanding of what effective teaching practice looks like in a classroom setting, but these same practices will often be more difficult to maintain when teaching remotely. Some teaching practices may need additional planning to work well. This might include providing pupils with different ways of explaining concepts or identifying any likely misconceptions in advance.

Teachers should begin any period of future lockdown by revisiting prior learning, ensuring that they chunk up any new knowledge providing clear teacher explanations or modelling. This should where possible be achieved through the delivery of video lessons, which can be delivered live or pre-recorded enabling flexibility of logon and rerecording for the less confident.

Wherever possible it is preferable however that this is live as in a normal classroom lesson the session would be dialogue-rich with lots of questioning and the teacher getting feedback all of the time. This amount of feedback isn't as readily available in an online lesson, therefore teacher explanations need to be planned more thoroughly. Many teachers will need to be careful not to be too ambitious initially about what can be achieved in a remote lesson compared to a normal classroom lesson and may find it easier if live to do this in smaller groups. This will also allow targeted teaching to children's specific needs.

Feedback and Assessment

It is essential that schools consider carefully what monitoring of pupil progress is realistic in a further lockdown, and are therefore in control of the steps needed when schools start to re-open again.

Teachers must use formative assessment and feedback as part of their teaching approach through a mixture of quizzes, digital tools and modelling of good answers. These will help teachers understand how pupils are achieving.

Feeding back remotely has the capacity to increase workload and has the potential to be done poorly it is therefore essential that we prioritise work-savvy methods to improve the immediacy and frequency of feedback. Teachers should be dissuaded from using 'mark-scheme language' or giving pupils mark-schemes to self-assess, and instead feedback should be immediate both through live feedback in live video group sessions and through live feedback. It is therefore essential that when re-evaluating their online offer that schools ensure live feedback is possible, whilst children's work is in progress.

Allowing variation across our Trust

Schools may want to consider where different approaches are appropriate, and how this can be achieved while also giving pupils, parents and carers, clear and simple ways to access information on what they need to do.

Amadeus Academy Trust: Adapting Teaching Practice for pupils isolating or away from School for a sustained period:

Where a pupil is unable to attend school because they are complying with clinical or public health advice, schools must be able to immediately offer them access to remote education. Schools will monitor engagement with this activity as set out below:

In developing these contingency plans, schools will:

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

When teaching pupils remotely, our schools will:

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

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