

ESPRIT Multi-Academy Trust: Remote Education Action Plan

	What is required in the guidance	ESPRIT offer	Actions by whom
Online Learning	<ul style="list-style-type: none"> • <i>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</i> • <i>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</i> • <i>plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</i> • <i>curriculum maps for key subjects for year groups from Reception to year 9 will be published in July.</i> • <i>provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</i> • <i>gauge how well pupils are progressing through the</i> 	<p>365 learning platform</p> <p>Advantages:</p> <ul style="list-style-type: none"> - Free of charge (initially) - Consistent platform across the MAT - Uses familiar platform (Outlook, Teams) - Able to set and manage class assignments - Supports multiple platforms so that children can select their preferred format - Able to mark work online using consistent grading criteria (rubric) which can be uploaded and reused. Can add multiple criteria and add weighting. - Can add resources like word documents, videos, web links (e.g. to Oak Academy, White Rose Maths etc.) - Can assign work to individual pupils - Teachers can easily review which children have/haven't accessed the work set - Can grade work and add comments for individual feedback - Plan lessons individually with the ability to use existing templates - Class handbook facility where handouts can be shared and notes can be kept - Scheduling assignments ahead of time - Professional learning communities (PLCs) to support staff – ability to create teams (yr groups??) - Facility to set quizzes for assessment (formative), suggested content available, able to provide resources to support errors and be adaptive to suit individual needs. <p>Point to consider:</p> <ul style="list-style-type: none"> - Staff CPD requirements – time needed - Children need to be allocated login details - Training parents and children to access and use – how will this be done? Guidance document to be created? - Children without access to PC – not sure how effective this would be for example on a mobile phone - Are we providing feedback on here or Class Dojo? <p>What is needed next?</p> <ul style="list-style-type: none"> - J Wynne to continue to pursue RM to complete setup for the MAT 	<p>Teach chn to log onto platforms</p> <p>J Wynne/ICT leads to:</p> <ul style="list-style-type: none"> - create guidance for setup for staff - chase RM for set up completion - liaise with Evolve to set up for our classes, arrange CPD - create guidance for pupils/parents - check compatibility with mobile devices, iPads etc - find out when CPD can be provided for staff - all staff to watch demo videos <p>Staff to refer to weekly planning on Oak Academy / Detailed planning to be used in the event of a full bubble lockdown)</p>

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	<p><i>curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</i> • <i>teachers to video selected lessons in school to be shared via class dojo/learning platform</i> • <i>use lesson videos from Power Maths to support home learning</i> 	<ul style="list-style-type: none"> - Staff to access demonstration videos to familiarise themselves with content and capabilities https://discover.microsoft.com/digital-education-demo/#/professional-learning-communities/mobile - Investigate how and when staff CPD can be provided - Consider best way to share with/train pupils and parents - Investigate effectiveness on mobile devices 	
		<p>Class dojo Advantages:</p> <ul style="list-style-type: none"> - Simple, consistent form of communication. - Parents are able to translate so of benefit for our EAL families. - It is free, no cost to the school. - EEF research shows that communication with parents is most effective when clear, 2 way and personalised. Class Dojo facilitates this. - Safeguarding staff – messaging with parents. - Staff workload. Staff are currently required to check communication diaries and respond to messages daily. We have set hours to respond to messages in (and this would form part of parent information) and posting on the class story could form part of your end of day routine and would be instead of sending texts or letters. - no longer needing to look through communication dairies, messages can be sent, communication rather than just messages at the end of the day. - ClassDojo can pull any message logs at the request of a verified school leader. This would include any deleted messages. Parents cannot delete messages. - To do's can be set for things like report replies. This would give you an easy way to see who has replied and who you need to chase and make the school more paperless. At the start of each year a set of to do could be set up which every child must reply to to agree to acceptable use, code of conduct, safety (the pages we currently ask parents to sign in the diaries) - Feedback can also be given through the to do's. this would allow home learning work to be set and staff to comment on this as we currently are through Purple Mash. - Classes for next year can be set up by pulling children from the directory (parents will remain connected). - We can then share photographs/introduction videos and set activities. 	<p>LB to ask ER to form a working party to set up Class Dojo</p> <p>ER and working party to set up user guide, parent letter. See Appendix 1 and Appendix 2.</p> <p>Acceptable use guide set up for parents.</p> <p>Acceptable use guide set up for staff.</p> <p>IT leads to ensure that Evolve place the app onto all teacher iPads.</p> <p>Year group emails to be stopped</p>

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		<ul style="list-style-type: none"> - Children can post on their new class portfolio an introduction about themselves for their new class teacher. - Children are parents can send in pictures - Home learning tasks, videos links could be posted if children / bubbles / local lockdown occurs. <p>Points to consider:</p> <ul style="list-style-type: none"> - Parent complaints. We would follow the current Complaint Policy – concerns to class teachers, escalated to KS leaders where support is needed and formal complaints to the Principal. - Parents can message any staff linked to the class therefore this would need to be made clear to parents that they could only message their child’s class teacher. An acceptable use policy/expectations will need to be identified and signed up to by both staff and parents. - Messaging system – Leaders have to request a parent/staff report. <p>What is needed next:</p> <ul style="list-style-type: none"> - Class Dojo mentor to run a staff PDM starter to share EEF guidance and explain expectations and give staff an opportunity to ask questions. - ClassDojo would only be accessed on school devices. This would need to be a strict expectation with parents. - Communication diary category on CPOMS changing to ClassDojo 	
		<p>Oak national Academy</p> <p>Advantages:</p> <ul style="list-style-type: none"> - Backed by the DfE - Free resource to support schools contingency planning - Published curriculum plans for most lessons for 20-21 year - Guidance resource packs are available for staff within videos on how to use and FAQ’s answered. - Curriculum sequenced into building blocks, developed by a broad group of curriculum experts - Teachers can use the resources flexibly - Coverage for Reception – Year 11 - User friendly for parents as broken down into year groups and there is a schedule of lessons spilt into weeks and days 	<p>Teachers to review/download published curriculum plans from Oak Academy and familiarise themselves with the website, FAQ’s, help sheets, etc</p> <p>Staff to model using the website/daily</p>

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		<ul style="list-style-type: none"> - Covers English, Maths and Topic lessons every day. - Power Maths are collaborating with Oak Academy. - There are also weekly assemblies. - Doesn't require a log in so wouldn't have log in issues <p>Points to consider:</p> <ul style="list-style-type: none"> - Not a platform for submitting work - Nursery not incorporated so alternatives need to be in place for them - Some areas that need more work are: Primary Art and D&T – this is under development and should be in place for 20-21. Staff to be mindful of this. <p>What is needed next:</p> <ul style="list-style-type: none"> - Staff to show children this platform in school so they know how to navigate/complete lessons if required - Pastoral team to review for SEND pupils – teachers to complete a personalised remote education plan - Broad planning overview that links to Oak Academy/RWI/PE for each year group to be prepared by teachers. In the event of an extended lock down teachers will plan specifically for their class/year group. 	<p>lessons with children</p> <p>Pastoral team to review for SEND pupils</p> <p>Staff to refer to weekly planning on Oak Academy / Detailed planning to be used in the event of a full bubble lockdown)</p>
		<p><i>RWI video as part of subscription</i></p> <p>Advantages:</p> <ul style="list-style-type: none"> - Matches current in school teaching - Separated into Phases including Set 1, 2 and 3 so can be differentiated to meet the needs of all children - Includes Red words and multi-syllabic words - Also produced daily story time videos - Already been promoted/accessed during lockdown with children parents <p>Points to consider:</p> <ul style="list-style-type: none"> - If RWI stop publishing on Youtube daily, a member of staff/or group of staff need to publish the videos for parents on Class Dojo each day - Teacher to review how parents will share there child's learning. (Expectation to submit daily Fred fingers spellings on class dojo/RM platform?) - Currently RWI have not produced model reading lessons. Free reading books are available on Oxford owl. Teachers will need to promote/model reading with parents and children. 	<p>Teachers to promote RWI activities ion Class Dojo daily.</p> <p>Staff to create 'how to videos / lesson videos for supporting children to read at home' in preparation for school closure.</p>

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		<p>What is needed next:</p> <ul style="list-style-type: none"> - Staff to create how to videos for supporting children to read at home 	
		<p><i>Education City – infant specific</i></p> <ul style="list-style-type: none"> - Could be used for home learning if this mirrored the learning taking place in school. However, this would require the staff to complete two set of planning so they were set up and ready for the issue of a child / bubble / local lockdown happening at short notice. - Could still be used for homework as this is what parents are used to. Initially we are not considering to use this for home learning as this has not happened so far and would require a different platform being introduced for home learning. 	<p>Teachers to start setting homework on Education City.</p> <p>Teach chn how to log onto platforms</p>
		<p><i>Activ Learn – Bug Club and Power Maths – junior specific</i></p> <p>Power Maths online platform not yet available for children to access</p> <p>Bug Club - Advantages:</p> <ul style="list-style-type: none"> - Children already have logins and are familiar with this platform - Able to set specific books for children matched to ability - can allocate whole book bands and track attainment against age-related expectations. Turn on 'Auto Progress' for pupils to automatically move up to the next band when they are ready. - Bug Club phonics resources available - Bug Club trackers - Support for parents - Children can earn motivational rewards - Can read books of their choice - Quizzes to test knowledge and understanding of what they read - Grammar and Spelling Bug - comprehensive lesson plans and assessments available. Secures mastery as children are motivated to practise again and again with hundreds of engaging practice games. Lively games and videos inspire children to understand and apply grammar and spelling skills successfully. Instant pupil feedback encourages children to get tasks right. Prepares you and your children for change as fully matched 	<p>Teach chn how to log onto platforms</p> <p>JS to create guidance or direct staff/parents to online guidance.</p> <p>Check all children have logins</p> <p>CPD for staff</p>

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		<p>to the 2014 curriculum. Provides the tools you need to assess and manage your children’s progression.</p> <ul style="list-style-type: none"> - Independent and guided reading resources available <p>Points to Consider:</p> <ul style="list-style-type: none"> - Ongoing cost - Logins required for all children – need to check that all have these - Staff CPD - Guidance on usage and expectations - Maintaining allocation and monitoring of books – workload - Children without access to remote resources <p>What is needed next?</p> <ul style="list-style-type: none"> - Guidance for parents/staff/pupils to be created - Check that all children have logins 	
		<p><i>6 week trial of Maths Flex – online through Pearson</i></p> <p>Advantages:</p> <ul style="list-style-type: none"> - Combines mastery approaches with intelligent practice - Same day intervention - Uses White Rose Maths small steps as basis for setting highly personalised, individual practice. - Adapts to pupil’s strengths and weaknesses - Overview of class progress reported - Supports catch up plans – identifies missing pre-requisite skills and knowledge - look for patterns and analyses the most effective learning routes for individual pupils - set appropriate practice in line with current teaching plans and save time finding appropriate practice for your class - set the practice to be done in class or at home - see the learners benefit from the personalised learning - identify the students needing 1-2-1 intervention or tutoring. <p>Points to Consider:</p> <ul style="list-style-type: none"> - Currently only 6 week trial available - Ongoing cost - Will this be accessible using same login as Bug Club? - Training/guidance will be required for staff/pupils/parents 	<p>Maths leads to sign up to 6 week trial and share with staff to ask them to explore – this may be better done towards reopening in September to trial with a group of children.</p>

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		<ul style="list-style-type: none"> - £1750 per annum for 3 form entry so will be more for Grove - Not available until September 2020 <p>What is needed next?</p> <ul style="list-style-type: none"> - Sign up to 6 week trial to evaluate whether this is a resource we would want to pursue. 	
<p>Paper-Based Resources</p>	<ul style="list-style-type: none"> • <i>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</i> • <i>provide printed resources for children with specific needs</i> 	<p>Teachers to create a pack for known chn who do not have ICT – known for all classes!</p> <p>Self-isolated: Master printed, for approx. 2 weeks’ worth of work. This will be paper based learning that mirrors as closely as possible what the children are going to be completing in school. this will need to be easy to complete and achievable to limit the amount of planning that staff are completing. This would be the same for all year groups.</p> <p>Local lockdown: Back up generic packs – master’s ready. These will mirror the style of packs that we have already produced during lock down. A masters will be generated for each year group that can be photocopied if we needed to go into lock lockdown.</p> <ul style="list-style-type: none"> - <i>EYFS packs would include, rhymes, play based activity ideas, phonics (Rec), counting activities, shape activities, PE ideas, scavenger hunts and games.</i> - <i>KS1 packs would include, handwriting sheets, phonics based activities, RWI flash cards, talk for writing activities, maths games, shapes activities, counting in 2’s, 5’s, 10’s and times tables for 2’s, 5’s and 10’s, reading activities, comprehension activities.</i> - <i>KS2 (Y3/4 pack and Y5/6 pack) - packs to include phonics (for those requiring this), talk for writing activities (booklet https://www.talk4writing.com/home-school-units/?fbclid=IwAR1WzCbXJUifbVuo8Xedkl1O2qISwrrOwZlZFiFx4W7rqtQowUNqJ4PriFc, maths games, times tables practice (all tables), reading activities, comprehension activities, SPaG activities, calculation activities, number facts activities, activities linked to other subject areas (topic), handwriting, PE ideas</i> - <i>SEND/pastoral - Pastoral teams to have names of pupils with specific needs(EHC..) who do not have access to ICT</i> <i>Packs to be differentiated for pupils with specific needs, these to include handwriting sheets, phonics games, maths game, reading activities (RWI) red and green words that the pupils are working on, times tables game, reading activities, comprehension,</i> 	<p>Survey monkey to be re-sent</p> <p>HA 8 / GA 4 / NBA 2 LA laptops – Contracts to be completed before distributing</p> <p>Teachers to complete masters packs as we move through the weeks.</p> <p>EYFS / KS / Year leaders to make generic packs</p> <p>Pastoral teams to make pack for identified pupils</p> <p>Teachers to make generic differentiated pack for each year group</p>

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		<p><i>spelling games, matching activities, craft activities linked to topic, socially speaking activities, with parent guideline, PSHE activities, PE ideas, visual timetable, practical apparatus to support maths (number lines, counters..) (see link for free downloadable resources) https://www.senresourcesource.co.uk/</i></p>	
<p>Communication to parents</p>	<ul style="list-style-type: none"> • <i>set a clear expectation on how regularly teachers will check work</i> • <i>enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments</i> • <i>set clear expectations of home learning - standards/frequency</i> 	<ul style="list-style-type: none"> - Work to be marked weekly by a teacher or TSA – more frequently if there is an extended lockdown - Teachers to provide personalised comments via agreed platform - Teachers to set work that is appropriate for each pupil that will meet their individual learning needs (differentiated) - Teachers to use assessment for learning to inform planning - Teachers to inform attendance officer of any pupils who have not engaged with home learning in order for this to be recorded as an absence - Clear expectations of daily engagement to be communicated to Parents/carers via agreed platform. - Teachers to ensure all pupils have required home learning log ins and are taught how to access these platforms - Teachers to create and share a clear guidance for parents to support home learning - Teachers to continue to maintain sight and sound tracker 	<p>Summarise all the above – provide log ins, etc</p> <p>Updated survey monkey</p> <p>Add information to the parent handbook</p>