Dales Academies Trust
Together for Excellence

Dales Trust Remote / Blended Learning Protocol

"Settings are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. In developing these contingency plans, education settings should ensure that pupils and students can continue to engage in learning as far as is possible. Providers should engage proactively with parents and carers to explain the support that their children are receiving." (Guidance for the Full Opening of Schools: Section 5: Remote Learning)

This paper lays out the protocols that underpin the Trust's delivery of remote / blended learning.

In the event of pupils learning from home or a combination of school and home, we will;

1. In advance, communicate with parents so that they know in the event of their child learning from home how and when new learning will be delivered, how regularly work will be assessed, how and when daily contact will be made with their child and what the priorities for the content of home learning will be.

2. Use an agreed school curriculum map (sequence of learning) to plan and resource remote learning which matches schools' curriculum expectations and the expectations of the national curriculum.

3. Provide access to any additional quality resources, including printed resources.

4. Use school wide online and other tools to allow for interaction, assessment and feedback. These could include; telephone calls, online learning platforms and emails. Schools are mindful that where IT access is limited this will be catered for. **To ensure safeguarding an adult must be with a child when receiving live contact from a school, including video calls, and the sound must be set to 'speaker'.**

Providing home access when necessary to the agreed school curriculum sequence using these resources will result in;

1. Meaningful, ambitious work each day in a number of different subjects, which will be identified and shared with parents / carers prior to start of the period of remote learning.
2. Clear, frequent explanations of new content utilising nationally available, high quality curriculum resources (for example Oak Academy, Robinhood Learning projects, BBC Bitesize and White Rose maths materials). Where pupils might need clarification about an aspect of learning parents will be able to contact the school for further support (see point four above)
3. Frequent checking of work by school staff to support remote learning. This frequency may alter depending on local circumstances.
4. Adjusted pace and difficulty to match pupils' progress judged through assessment and feedback (see point 3).
5. When pupils are learning from home, as with when they are learning in school, the Trust priorities their mental health and wellbeing. In terms of academic learning, priority will be given to reading, phonics, writing and maths development for pupils alongside a broader blended learning offer.

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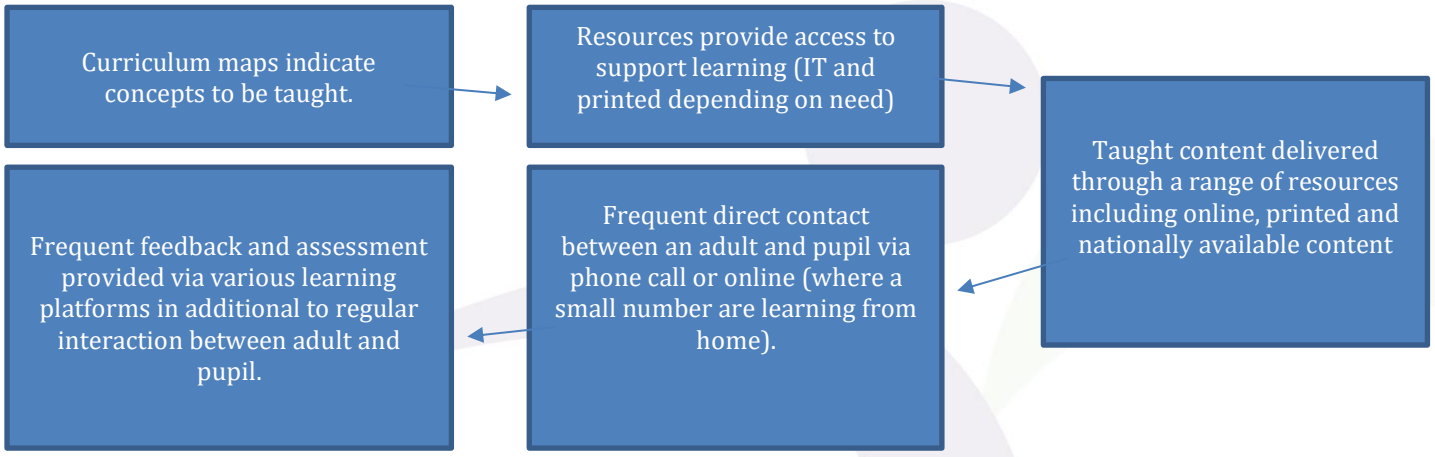
6. Clear lines of communication, which will be confirmed at the point of moving to remote learning will ensure parents / carers can easily contact school to raise any concerns or ask questions; schools will aim to respond within 24 hours.

Remote Learning Flow Chart