

<b>C.A.T. FRAMEWORK FOR REMOTE LEARNING IN OUR SECONDARY &amp; PRIMARY SCHOOLS</b>	
<b>Approved by the Trust Board</b>	<b>21<sup>st</sup> October 2020</b>
<b>To be reviewed:</b>	<b>Every two years of as appropriate</b>
<b>Date of next review:</b>	<b>October 2022</b>
<b>Responsible Officer:</b>	<b>Director of Education &amp; Primary Executive Leader</b>

## **Aims and Principles**

The Cam Academy Trust aims to ensure that every pupil within its academies attains standards of achievement that are the highest of which they are capable, by providing teaching of the highest possible standard, across a broad curriculum.

There are a range of circumstances where numbers of pupils or staff are not able to be present in school. It is crucial that this does not impact negatively on the ability of pupils to keep up with work so they are not behind when the classroom situation returns to normal.

This document articulates the Trust's ambition for remote learning in a variety of contexts. It is not a policy statement of where we expect schools to be now. As things stand each school will be in a different position and face unique challenges. Schools should be able to articulate where they are on this journey and what they are doing to accelerate their progress.

### **1. The absence of individual pupils from a teaching group.**

Whenever pupils are absent from a teaching group it is important that they are able to access the work that are missing. Our preferred mechanism for this is through Microsoft Teams, supported by other relevant platforms/systems.

In our primary schools these will include:

- Class Dojo
- Tapestry
- See Saw.

In our secondary schools these will include:

- the Onenote class notebook
- the Teams assignment feature
- the Catalogue.

There is no expectation that teachers will produce both a taught lesson and a comprehensive electronic lesson. However, pupils should be able to understand the lesson objective and access relevant activities and resources. Information communicated will contain appropriate links to other platforms/systems.

During the pandemic it is likely that more pupils will be absent and that absences may well be extended through periods of pupil self-isolation. Classes with a full complement of pupils are likely to be the exception rather than the norm. As such, teachers following this approach should aim to

routinely log their lessons as described above. This will further serve to advantage pupils who are late joiners or move classes.

Teachers may choose to upload resources which are different from those used in the class, if they better serve delivery of the learning objective in an unfacilitated context. School leaders may decide to deploy an alternative strategy for communicating work to pupils who are not in class, so they can keep up. In such cases they should be able to demonstrate that the approach chosen is equally effective in ensuring that pupils have not fallen behind when they return to the classroom.

Schools should explore mechanisms for pupils to be able to access classroom lessons remotely from home as they are taught in real time. We should look to share emerging practice in this area.

## **2. The absence of a whole year group 'bubble.'**

It is entirely plausible that year group bubbles will have to isolate for short or even extended periods. In such a case our practice will revert to that developed during the summer partial closure during lockdown for any teaching groups in that bubble. Please refer to the previous documents for detailed guidance about provision in such circumstances. Clearly, other year groups who remain in schools will not be subject to these specific protocols.

It is important that the minimum expectations of staff technical expertise in relevant platforms/systems contained in previous documents (and listed above) must still apply. Clearly, where individual school leaders choose to deploy additional/alternative systems it is essential that staff are trained accordingly.

## **3. The development of a Trust 'backstop' curriculum**

In the circumstances described in contexts 1 and 2 above pupils are being guided through the teaching group's curriculum by their specialist class teacher, whether they are present or absent. All our schools have taken a considerable amount of time ensuring that the learning experience of each child allows them to access the right things in the right order for them. This will be the experience of the vast majority of our pupils.

However, there will be certain exceptional circumstances where it is not possible or desirable to attach pupils to regular specialist subject classes. For example, this may be due to a protracted or complex health issue, or because a pupil is following a bespoke programme of alternative provision.

We are looking to move to a position where pupils could if necessary access and learn from a fully remote online curriculum, even where there was little or no intervention from a specialist/class teacher. This would ensure that for every term, in every year group, pupils could be pointed to a sequence of lessons that would be accessible, apt, and contain sufficient explanation around relevant resources to allow learning over time.

These lessons could be drawn from a variety of different sources. They may contain sequences of lessons from other nationally available schemes published for example by the Oaks Academy or the BBC. They could involve a combination of lesson sequences developed by our own teachers from different schools in the summer term lockdown.

Clearly, this must amount to more than finding activity for activity's sake. What might constitute the most effective 'backstop' curriculum in each subject is best determined by the collective expertise of our school curriculum leaders pooled collaboratively. We will need to facilitate the mechanisms by which these discussions can be had, and these judgements made.

We will then need to identify the most effective way that this can be signposted to schools and made accessible to pupils.

**4. The absence of a teacher because they are ill.**

If a teacher is ill, it is obviously crucial that they continue to abide by the school's own policy for setting work for pupils. In most cases this involves communicating work to their relevant line managers and may involve the deployment of work through the platforms/systems mentioned above.

**5. The absence of teachers when they are not ill.**

Under current circumstances we may be faced by the unusual situation where teaching staff are absent even though they feel perfectly well- for example, they may be self-isolating because a family member is exhibiting symptoms.

The default position in such a context will be as for 4 above. However, schools should explore ways that teachers may still be able to lead learning in lessons remotely through Teams or other platforms. We must look to share emerging practice in this area.

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