Remote Learning Policy

January 2021

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

We will, ensure that from the first full day of students working remotely, that work will be provided via teams. All work that students undertake relates to the intended curriculum and is a continuation of the programme of study that would be followed in school.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. Students will follow the intended curriculum, as planned to ensure that there is a continuation of provision. We may need to make some adaptations in some subjects. For example, adjustments to the Design and Technology curriculum have been made where essential computer aided design software is not available on home devices. Where possible, web-based alternatives are used. Practical activities in Science lessons are delivered through demonstration, whenever possible. Where modifications have to be made, the curriculum is re-ordered to ensure that students still undertake the intended curriculum, just in a different position over the year. Students will be taught by their usual class teacher where possible.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils approximately 5 hours. (6 lessons @ 50 Minutes).There are further elements of homework or independent study to undertake outside lesson time

Accessing remote education

How will my child access any online remote education you are providing?

Remote education is predominantly delivered via Microsoft Teams. Live teaching is delivered via Teams Meetings. To support the intended curriculum, students may be sign posted to other resources, such as GCSE pod or Oak Academy. These are signposted via the Assignments function within Microsoft Teams. All students have had a significant induction into our remote learning provision, via computing lessons and drop down sessions. This provision is available via any internet enabled device. Students can log onto their school accounts and utilise a full range of Office products via Office 365 to complete their work.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- The school have repurposed, all laptops used in school to support learning and distributed these to students who needed the technology
- We received a small number of laptops from the DFE which we have distributed to students. We have put an additional request in to source further technology. If and when more are made available to us, we will continue to allocate these, prioritising those students in receipt of free school meals followed by others with pupil premium status.
- We have and can provide advice and guidance to parents on how to access Teams from a smartphone or games console.
- We can assist those students who are using an Xbox or PlayStation to access Teams, by loaning a USB mouse and keyboard.
- We actively encourage students who have no access to technology to attend school to undertake their remote learning provision.
- As a last resort and under some circumstances, where there is no access to technology and students are unable to attend school, printed materials may be provided to support learning.
- Pupils provided with printed materials may post key pieces of assessed work back to school where they will be passed to teachers and posted back home with feedback.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

In all cases, students will follow their normal timetabled lessons, from periods 1-6. In all cases. Students will follow the usual curriculum as they would do in school.

National lockdown

- Years 10-13 will receive full live lessons. The teacher is available for the entire lesson to instruct, set tasks, provide feedback and respond to questions.

- Years 7-9 lessons contain live elements, with a blend of pre-recorded video and/or audio from teachers and website video clips, animations or interactive learning tools. Teachers are available during the entire lesson to respond to questions.

Individual students isolating

- Work is uploaded to Teams Assignments. As above, a blended approach is used but there are no live elements to the lesson.

- Students may post questions to their teacher and these will be responded to on the day of the lesson.

Groups isolating

- Where a whole teaching group is isolating, there will be an element of live teaching or audio/video input from teachers during each timetabled lesson.

In all circumstance, there may be occasions where staff are absent from school and cannot deliver the lesson. In this event the lead teacher for the subject area will post a message to this effect, in the relevant teams group and a pre-recorded / blended lesson will be provided. This will be submitted in the usual way and moderated by the class teacher upon their return.

Long term projects will not be set.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Students are expected to actively engage in remote learning, whatever form it takes. During 'live teaching' students are expected to:
- Enter the lesson on time and adhere to basic behaviour and etiquette expectations.
- Interact when invited, either by typing into the chat box, or by unmuting their microphones on request.
- Complete assessment tasks during the lesson (e.g. polls, 'hands up' surveys, Forms, GCSE Pod Questions) and to the best of their ability.
- Be proactive in seeking clarification from the teacher if they need help. Where teaching is not being delivered live, students should:
- Access the Assignment set for the lesson, during the timetabled lesson time.
- Turn in any assessment tasks by 3pm on the day of the lesson.
- Respond to any feedback given.

Parents can support the students by checking in that they are following their regular timetable and asking their child to share with them what they have learnt over their day at school. Parents can support the school by ensuring that students adhere to the rules and etiquette as outlined at the beginning of lessons.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Attendance to remote lessons is registered in each session.
- Students deemed to be vulnerable (definition available on the gov.uk website) may receive more than one phone call per week.
- If there are any concerns about attendance, engagement or quality of work, in the first instance the engagement team or pastoral staff will contact parents and/or students to enquire about absence.
- Patterns of non-attendance, lack of engagement or poor work across a number of subjects will be picked up by the HoY for the student's year group or by the Engagement Team. Phone calls to parents to follow up on these concerns are made on a weekly basis.
- Key assessment tasks are used to monitor the quality of engagement. The progress indicated by completion of these tasks is recorded and provides further evidence for intervention phone calls by Achievement Leads.
- Any issues relating to student conduct will be picked up in the first instance by the teacher. This will also be passed to students services and a member of the leadership team

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Students will receive feedback in a variety of methods.
- Teachers assess understanding at numerous points throughout live lessons by inviting typed responses from all and targeting questions at individuals for verbal response.
- Forms, polls and assessment websites such as spiral.ac and whiteboard.fi are used to assess students') understanding in real-time. Responses will reveal misconceptions and teachers will shape learning in future lessons accordingly.
- Key assessments or pieces of extended work will be undertaken at various points, as per the curriculum, which will be submitted to subject staff for assessment.
- Group feedback may be provided which gives a flavour or overview on what students have collectively understood and what collectively could be done to improve further
- Some assessment tasks will be set using online platforms (EG GCSE pod) where teachers can assess and provide digital feedback or mini assessments which can be marked automatically.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Meden School has the principal that all students should be provided with the opportunity to access a broad and balanced curriculum offer delivered by subject specialists. With this in mind the school is working hard to ensure that all SEND students are engaged within their education and can access the remote online provision.
- Each student with SEND has been allocated a named key worker. This key worker contacts the student with SEND and their family at least weekly to conduct a wellbeing check and ensure they are confident in accessing work. The engagement of students with SEND is frequently reviewed by teachers and key workers.
- Where levels of engagement are low more frequent and bespoke support is offered. Examples of support offered are phone calls talking through software use, addressing IT issues, sourcing IT equipment, providing bespoke academic resources to enable students to access live teaching and providing pastoral resources to students and families to promote positive wellbeing.
- For students with more complex needs a weekly phone call is taking place with the student and family. The school has identified some students with SEND that are required to access the online remote provision from within school. This is staffed by support staff and provides these students with access to face to face support.
- The SENCO is working strategically with teams both within and outside of the school to promote high levels of engagement for students with SEND to ensure they progress and have positive experiences of working remotely.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- There is no requirement for live teaching or video input.
- Work set should be as per the curriculum and should include support and guidance for the student to understand the content.
- There should be a piece of submittable work for students to produce. This work should be in line with what students would be submitting in class. This can be over a couple of lessons, but should be created to be developed over a series of lessons with further input.

- Work should be fed back on and marked, as per how it would be in class.
- Work does not need to be completed during the timetabled lesson and can be submitted later that day.
- Teachers need to be able to respond to questions posed via teams or email on the day of the question.