

Remote education provision: information for parents and carers

PHA is committed to providing uninterrupted curriculum provision for all students whether learning takes place in the academy, remotely or a combination of the two. With new legislation coming into force across the country from 23rd October 2020, we have updated and refined our approach to blended learning. From 23rd October 2020, academies must provide educational provision for students at home (COVID related) which is commensurate to the curriculum provided in school.

- Provision should be immediate
- It should be organised in a sequenced way which mirrors the classroom curriculum for that day
- The academy must have regular contact with absent children
- Teachers must assess work and ensure feedback is made available in a timely manner

In line with DfE guidance, when delivering blended learning, PHA staff will:

- Ensure that students have meaningful and ambitious work each day, in a number of different subjects in line with their timetable
- 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 frequent, clear explanations of new content, delivered by a teacher in the academy or through high-quality curriculum resources and/or videos
- Gauge how well students are progressing through the curriculum, using questions and other suitable tasks
- 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 students' understanding.
- Plan a programme that is of equivalent length to the core teaching students would receive in the academy, ideally including regular contact with staff.

Remote education provision: information for parents and carers

Possible scenarios where remote learning might need to be used:

Scenario A – The academy is directed by Public Health England (or other government body) to close a bubble, for a whole year group or for all students (e.g. a national lockdown):

- Students are expected to continue to engage with the full range of learning as long as they are well enough to do so
- Lessons to be taught as live lessons through Teams at the normal times
- Students submit evidence of learning via Teams or an alternative platform as directed by the teacher
- Laptops to be loaned out to families where there are issues relating to digital poverty. These will be recalled when the bubbles return

Scenario B – The academy is open but directed to close for part of a year group.

- Students isolating at home are expected to continue to engage with the full range of learning as long as they are well enough to do so
- There is an expectation that students complete work set and submit it via Teams or an alternative platform as directed by their teacher
- Teachers will acknowledge receipt of the work and provide feedback where appropriate.

Scenario C – A teacher is absent due to isolation but well enough to work.

- Teachers will continue to teach lessons to their students at home, following the academy protocol and normal timetable. A member of staff in the academy will be physically in the classroom with the students to supervise whilst the lesson is taught by the specialist teacher.
- If this is not possible, the member of staff will provide high quality resources or cover work for all classes to ensure that students continue to make good progress and to support colleagues.

Scenario D - A teacher is absent due to isolation but not well enough to work.

- The Faculty Leader will ensure that appropriate cover work is set to ensure that students continue to make good progress. Ideally, another subject specialist would cover the lessons.

- 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.

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

Students should expect that they are sent invitations to join in with their normal timetabled class remotely, using Office 365 Teams. Where a student cannot access this a work pack will be provided that can be supported with the subject knowledge. In this instance, as an academy, we would work with the parents and carers to try to resolve this digital issue as quickly and effectively as possible.

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 physically. We do modify some subject content in practical subjects at Key Stage 3. However, we continue to follow the same curriculum journey and map for each subject. In this way, our aim is for students to follow one central curriculum, whether they are attending our physical or remote academy.

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 broadly the following number of hours each day:

Key Stage 3 and 4	5 hours In addition to this, Year 11 students will continue to receive additional learning time in line with our Period 6 and Period 7 extended day practice.
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KS5	<p>Students will receive their timetabled lessons online.</p> <p>Students are encouraged to continue their independent study periods as they would in the usual school day when attending the academy.</p>
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Accessing remote education

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

We will use Microsoft Teams to provide the delivery of our online lessons. Students and parents have access to an Office 365 guide to coach them through how to access Microsoft Teams on the school website as well as demonstration videos of how to access particular features of Teams that staff will be using.

Your child will have access to their Teams channels where Files' with their relevant 'Class Materials' are stored to support their remote learning. In addition, access to Hegarty Maths is available (Year 7 - 10) or Mathswatch (Year 11) where there is a task set each week for your child to complete by logging on with their logins the same way they would when we are in the academy.

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:

- Where a student does not have access to a suitable device we will look to support them with the provision of a laptop. This is based on a regular survey conducted by the academy. If a student's situation changes that can be identified via one of our weekly welfare calls or parents and carers can inform the school via the office@poolhayes.atrust.org.uk email account.
- We are also able to support internet access through the provision of a dongle. This is actioned through the same process as detailed above.
- Where students need to access printed material, resources will be posted home via the Royal Mail.
- Students may return their work to school via the mail or by hand. Where and when needed prepaid envelopes will be provided.

How will my child be taught remotely?

We take a broad approach to remote learning and offer a blended learning strategy.

This will include:

- Live teaching (online lessons)
- Recorded lessons provided by our own teachers
- Provision of Knowledge Organisers to support learning
- Access to virtual textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Work packs when and where students cannot access live lessons

In order to do this, we will:

- Ensure that throughout teaching/delivery/assessment staff are timetabled to support blended learning when/if learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions (when possible in light of the bubbles) and that deadlines are clear
- Ensure that if/when learners submit work, measures are taken to ensure the work is authentic and has been completed by the learner
- BTEC - Maintain and store securely all assessment and internal verification records in accordance with the Pearson Centre Agreement. Remote learning will facilitate the delivery of any classwork as well as any internally assessed units for our BTEC courses.

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?

We know all parents and carers will want the best for their children. We therefore expect that they will:

- Check your child is engaging with their learning
- Take an active interest by discussing what has been learnt that day

- Look to implement a routine to affect a good learning habit
- Ensure appropriate breaks are taken
- Ensure students have the working space and learning conditions
- Respond to any concerns raised and notify the academy if you have concerns as a parent or carer.

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

- Attendance registers are completed for both physical lessons in the academy and for remote lessons
- The academy monitors engagement with learning daily
- Parents and carers will be contacted if your child is not engaging with their work in order to inform and support
- Weekly welfare calls will raise concerns with parents and carers
- Ongoing concerns will lead to contact by their specific Year Leader
- As an academy, strategies to reward and praise students for their engagement with remote learning will be used. These include praise postcards, Class Chart points, distance learner of the week and online attendance challenges

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 students. 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 student work is as follows:

- All lessons will have an element of assessment to ensure responsive teaching and effective learning
- All lessons will use a variety of questioning strategies. This will include direct questioning and may include whole class questioning, use of the 'hand-up' feature or polls in the chat function
- Students will submit work via TEAMS and staff are able to view, assess and, where appropriate, provide feedback

Feedback may be in the form of:

- Verbal feedback in lessons via the 'chat' function
- Peer feedback/support

- Instant feedback from software such as Microsoft Forms, Hegarty Maths/Mathswatch
- Adding comments/annotations to key pieces of work that has been 'handed in' via Assignments / Class Notebook
- All subjects have an assessed piece of work to inform progress. These pieces of work are assessed using marking criteria to give an accurate understanding of progress being made

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:

- Welfare calls will be made by members of the SEND team
- Live lessons will be delivered at KS4 based on ability setting
- Live lessons in Year 8 and 9 will be delivered on ability setting
- Live lessons in Year 7 will be delivered based on ability in Maths and Spanish and will have differentiated tasks and challenges in other subjects
- Concerns may be raised directly with the SEND team
- Members of the SEND team are in regular contact with parents and carers in order to provide support

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?

We hope all students remain well enough to engage with learning.

- When a student is self-isolating we will send links via Teams to lessons within the academy enabling students to follow their normal timetable.

- Lessons are recorded and available for students to access in their Teams Channels' 'Posts' if they are unable to access them during normal academy hours.

Where students cannot access this provision a work pack will be provided

*As ways of teaching and learning remotely continually develop, our remote education policy will be reviewed regularly and updated. Therefore, this policy is a live, fluid document.