

Heron Hall Academy:
Remote Learning Strategy
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.

The remote curriculum: what is taught to pupils at home

Pupils will be following their usual school curriculum so far as possible. Some adaptations to content should be expected to ensure that it is suitable for remote provision. For example, where practical lessons would have been planned, theory work may be set instead, or live video demonstrations might be shared by teachers.

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	4-5 hours Every lesson, the teacher will live-stream via Google Meets. This will last approximately 30 minutes per lesson. This is to ensure that pupils have time to complete work set during the scheduled lesson time. Teachers may request that students rejoin the Meet to share their work or submit as an assignment. Sometimes, when setting an assignment, the teacher may 'Meet' for a shorter period of time if pupils are expected to complete an extended piece of work or an essay to give them time to complete this work during the scheduled lesson. Teachers will have their Google Meet open for at least 50 minutes to allow students to ask questions and to answer any questions. The teacher will also upload lesson resources for students.
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Accessing remote education

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

Pupils will access remote learning via Google Classroom.

Pupils have received training on this platform in school (September 2020).

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 pupils do not have access to devices at home, the school is providing long-term loans of Chromebooks. Should you wish to request a Chromebook, please call the school office.
- For those without internet access, the school has requested further dongles from the DfE and has placed an order for some to support pupils with no internet access.
- Mobile phone providers have offered to support parents by increasing their data allowances to better access remote learning. To find out if your network provider is offering this service, please click on the following link and complete the form: <http://bit.ly/2LtGWvE>
- For some pupils without access, workbooks/ work packs may be sent home. The school will discuss and pre-arrange with parents on a case by case basis where this is preferable.

How will my child be taught remotely?

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

- live teaching (online lessons). These are delivered via Google Meets and last for approximately 30 minutes. The Meet will remain accessible to students should they have questions about their learning even when the live stream has ended.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers). These may be more appropriate in practical subjects. Sometimes there may be a combination of the two with a shorter “live lesson” and then direction to a video or pre-recorded content. This may be more predominate in practical subjects, e.g., P.E., D&T and Science.
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- printed paper packs produced by teachers (e.g., workbooks, worksheets) – though these are less likely in our setting and may only be used in exceptional circumstances.

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 expect all students to follow their usual timetabled lessons, ensuring they follow the new timings released for remote learning.
- Period 1: 9am – 10am
- Period 2: 10am – 11am
- Break: 11am – 11.15am
- Period 3: 11.15am – 12.15pm
- Lunch: 12.15pm – 1pm
- Period 4: 1pm – 2pm
- Period 5: 2pm – 3pm
- Form time: 3pm – 3.30pm (Thursdays only)
- As a parent or carer, we expect you to support your child in following the structured school day, ensuring they are on time to lessons and ready to learn.
- Email notifications are sent out via Arbor to inform you of your child’s attendance to remote learning and we would expect you to discipline non-attendance appropriately.

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

- Email notifications are sent out daily via Arbor to inform you of your child's attendance to remote learning and we would expect you to discipline non-attendance appropriately.
- Where engagement is a concern, form tutors and Heads of year will be making phone calls home to discuss why your child is not engaging with remote learning. Where barriers to access remain, the school will be willing to loan technology where there is a genuine need.
- The school has an internal, online tracker which collates all of the live lessons delivered and any issues are picked up by members of the SLT.

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:

In this section, please set out briefly:

- We will follow our in-school formative assessment cycle for Years 7, 8, 9 and 10. This ensures that all students receive WWW/EBI feedback on a half termly basis.
- For Year 11 we are delivering a bespoke assessment programme to secure evidence for our Centre Assessed Grades. A full statement is yet to be released from OFQUAL and the DfE regarding Year 11 assessment but in the interim the school is collating a portfolio of assessment for every Year 11 pupil on a two-week cycle.
- Pupils may also receive feedback verbally during their Google Meet sessions. Teachers may also deliver further feedback via the 'Comments' section of Google Classroom. This function enables pupils to ask questions and receive feedback in response to those questions.

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:

- Students with an EHCP in place can access our in-school HUB whereby they will be supported in-school with their learning.
- Vulnerable students and those of key-workers also have priority access to the in-school HUB.
- Phone calls to parents and carers are being made by LSA who usually work with our SEND pupils to ensure their continued support and access to remote learning.

Pastoral Support

- To support students and give structure to the week, Heads of Year have produced and voiced a Power Point video keeping to our assembly themes and ideas. This assembly goes live on Monday morning at 9.00am to start our remote learning week at Heron Hall Academy. All year groups have an assembly at this time.
- Assemblies follow our published assembly guide to support our STRIVE character and ethos as well as providing flexibility to address issues that are relevant to each year group.
- Form tutors contact parents on a weekly basis and feedback any concerns to staff within school, this is monitored and overseen by the Heads of Year and an Assistant Headteacher with pastoral responsibilities as well as other relevant school staff.
- Heads of Year have weekly scheduled meetings with tutors to discuss students, assemblies and tutor time. This helps to ensure that all form tutors are clear on the relevant issues, messages and support that is available to students. Feedback from parents is also discussed at this time.
- Every Thursday, there is a scheduled Google Classroom form time at 3pm. Heads of Year provide a tutorial linked to their year group that provides advice and information to students. There are also a range of activities linked to various aspects of well-being and that help to support our STRIVE values.

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?

- When all pupils are back in school, those who are self-isolating are able to join the lesson via Google Meets in the same way as outlined in the remote provision throughout. These pupils will then be able to see and hear the teacher delivering the lesson, as well as seeing the resources used in the lesson via the screen share function in Google Meets.
- All work will be posted in Google Classroom for isolating students.