Remote Learning Statement of Practice

THE **LONG EATON** SCHOOL

Archway **Learning Trust**

Introduction

This information is intended to provide clarity and transparency to parents and carers about what to expect from remote education at The Long Eaton School where national or local restrictions require entire cohorts (or bubbles) to remain at home.
For details of what to expect where individual students are self-isolating, please see the final section of this document.

Related Policies and Statements of Practice

ALT Safeguarding Policy
ALT ICT Acceptable Use Policy
ALT Curriculum Policy
TLES Child Protection and Safeguarding Statement of Practice
TLES Behaviour Statement of Practice

The Remote Curriculum

What is taught to students at home?
A student's first day or two of being educated remotely might look different from our standard approach, whilst we take all necessary actions to prepare for a longer period of remote teaching.

- Work is set for all students when they are not in school.
- For individuals or small groups, students are directed towards our blended learning offer, where they can engage in a closely aligned, but alternative curriculum to ensure that they don't fall behind.
- For larger groups, where possible, we set up our live offer as quickly as possible, but if this is not available immediately then students will be directed to work from our blended learning offer (see the last section of this document for further information). Within the first two days, live lessons will begin for students.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, practical subjects may be adjusted to allow for these to be completed at home. Staff may also decide to make adjustments to the scheme of work where appropriate to ensure that work is most suited for the home environment.
- This is also the case for individuals or small groups isolating and they will follow a closely aligned curriculum to our normal offer.
- Students learning in school, as part of our key worker and vulnerable students' provision, will either access these lessons in supervised ICT suites or have specialist small group teaching when this is available.

Remote Teaching and Study Time Each Day

We expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

Key Stage 3 (Years 7, 8 & 9)	Students should expect their remote lessons to take the same amount of time as their usual lessons at school. Students should therefore expect 3x100 minutes of learning time each day.
Key Stage 4 (Years 10 & 11)	Students should expect their remote lessons to take the same amount of time as their usual lessons at school. Students should therefore expect 3x100 minutes of learning time each day.
Key Stage 5 (Years 12 & 13)	Students should expect their remote lessons to take the same amount of time as their usual lessons at school. Students should therefore expect 3x100 minutes of learning time each day.

Accessing Remote Education

How will my child access any online remote education you are providing?
All live elements of lessons are run through Microsoft Teams and this is the focal point for the majority of our offer. This can be accessed through Microsoft Office online, which all students have access to via their school email address and password. It is free to all students and can be found using any web browser and search tool. As a contingency, work may also be provided by email if there are any issues with Teams. Aspects of the remote lessons may also include other digital providers such as MyMaths, GCSEPod, Maths Watch, Seneca, Memrise and Kerboodle.

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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:
- Laptops- we have a number of laptops which are available for students without access to remote lessons at home. To gain access to this, parents or carers should phone our main reception on 01159732438 or email info@longeaton.derbyshire.sch.uk for more information.
- SIM Cards- we also have SIM cards available to students who or do not have an internet connection. These have a significant data allowance on them and can be used by students to access remote learning via their phone or tablet. This can be accessed by contacting main reception on 01159732438 or email info@longeaton.derbyshire.sch.uk for more information.
- If these two approaches are not helpful for students, then parents/carers should contact us to discuss other ways of accessing learning. This may include organising paper copies of work for students. To do this they should contact the relevant Head of Year or contact reception on 01159732438 or email info@longeaton.derbyshire.sch.uk.

How will my child be taught remotely?
We use a combination of the following approaches to teach students remotely:
- All live elements of lessons are run through Microsoft Teams and this is the focal point for the majority of our offer.
- Classes are either taught with their normal class teacher or they are grouped into larger classes where appropriate.
- Lessons range from a live introduction of the work followed by support on Teams chat, to full 100 minute live lessons.
- Students may be encouraged to use aspects of Teams such as Class Notebook to work from and they should use the chat function in the appropriate Team to ask for help.
- Staff will also ask students to share their work by using the assignments function in Teams or by email if they are struggling to access this for any reason.
- As a contingency, work may also be provided by email if there are any issues with Teams.

Aspects of the remote lessons may also include other digital providers such as MyMaths, GCSEPod, Maths Watch, Seneca, Memrise and Kerboodle. Staff will direct students who to make use of these sites.

All teachers have received training focused on online and remote teaching strategies.

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 fully engage with their remote education and to let us know if they cannot access the offer for any reason. In many cases our remote lessons are running as they would in school and as such, our expectations remain unchanged too: students should attend all lessons, behave appropriately and complete all work set to the best of their ability. Students should access their Teams lesson in an appropriate space, with their cameras on, their background blurred and their microphones off. Our online lessons follow the same timings as our normal school timetables, so students should stick to the same routines around sleep, breaks and food as they would do if they were at school.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?
- Each lesson will feature some form of assessment of learning. This could be done in a number of ways: via question and answer, a quiz, a review of written work which will either take place during the lesson or afterwards if work is submitted.
- The chat feature in Teams also acts as a way of engaging students. Teachers can ask students to share their views in the chat and can specifically ask a student for participation in an element of the lesson via the chat.
- Each lesson's attendance is also logged and analysed using Class Charts.

This assessment of learning and attendance logging will go hand in hand with our regular wellbeing phone calls home. Any concerns about attendance or work will be raised in these calls and support will be offered.

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 student work is as follows:

- Each lesson will feature some form of assessment of learning. This could be done in a number of ways: via question and answer in the chat, a quiz, a review of written work which will either take place during the lesson or afterwards if work is submitted.
- In addition, some formal assessments may be set using the assignments function of Microsoft Teams.

Additional Support for Students 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 students, for example some students 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 students in the following ways:

- All students with SEND are receiving regular phone calls from their keyworker to check on their wellbeing and to assist with their learning.
- Teaching staff are aware of individual needs and utilise this information when planning lessons to ensure the activities are accessible to all learners.
- Learning support staff are attending some lessons alongside the students to offer support and we are also trialing other ways of engaging our SEND students during their live lessons and adapting the lesson resources. This includes using break out rooms with our teaching assistants on hand to support students where they need it.

Remote Education for Self-isolating Students

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

If a student is absent from school, they can access alternative schemes of work via the Class Notebook in Teams. This scheme of work is designed to be an adapted version of what students are doing in lessons, so that students isolating can continue learning in an asynchronous way, but at the same pace as their peers so that when they return to lessons they will not be behind the class. The same curriculum content will be covered. Details of how to access this are on the website. These schemes of work will utilise resources put together by our staff alongside digital providers such as MyMaths, GCSEPod, Maths Watch, Seneca, Memrise and Kerboodle to engage students with their learning. Many of these platforms give immediate feedback and where work is completed in books or on paper, these should be given to the teacher upon the return to class.