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Remote Education Provision for Longhill High School:

This information is intended to provide clarity and transparency to pupils, parents and carers about what to expect from remote education if 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 pupils expect from immediate remote education in the first day or two of being sent home?

The remote education provision the school will make available immediately will be:

- Learning set online using the googleclassroom platform and invites to google classroom via students' school email addresses.
- If given enough advance notice and students are in school beforehand, paper-based copies of exam papers will be given out to year 11 and for some subjects, year 10.
- The school's aim is that students with no internet access or/ and device to access the learning should be accessing the same online provision as their peers so they will be contacted by the school and asked to attend school – that is if the required information technology equipment cannot be supplied by the school.

Following the first few days of remote education, what will happen and will pupils be taught broadly the same curriculum as they would if they were in school?

- After the first few days, there will be a blend of learning: Live elements, pre-recorded explanations and accompanying resources.
- Mentor time will be live for all students using google meet.
- The first 30 minutes of each lesson will also be live for students to attend. Here the teacher will go through the set learning, help students who are stuck and give students feedback.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make minor adaptations in a few subjects which are set out below.

- **Physical Education:** Rather than following team sports, we have adapted these to develop physical skills that are connected to individual sports.
- **Science:** We have had to adapt the curriculum so that pupils learn from investigations and practical experiments by watching these online or / and following text-based diagrams rather than undertaking the experiment themselves. Our priority, therefore, is to follow the school's curriculum content (knowledge and skills) but the learning activities in order to teach these, will differ due to pupils not having access to specific resources.
- **Technology and Music:** Where pupils lack access to equipment that means they are not able to undertake several practical activities which are set out in our curriculum, video clips and text-based illustrations are set instead. This is to ensure students gain the knowledge and develop the skills in a different way. Where possible, students are giving a choice of activities so if the pupil does have access to equipment, for example, in Food Technology, they can undertake the practical activities as long as there is at home adult supervision.

Remote Teaching and Study Time Each Day

How long can pupils expect work set by the school to take each day?

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

- Secondary school-aged pupils in years 7,8 and 9: 5 hours a day with additional time (up to 90 minutes) spent on homework.
- Secondary school-aged pupils in year 10: 5 hours a day with additional time (two hours or more) spent on homework and revision including elements of GCSE examination papers.
- Secondary school-aged pupils in year 11: 5 hours a day with additional time (two hours or more) spent on homework and revision. Additional time to undertake whole GCSE examination papers at home.

Accessing Remote Education

How will pupils access the school's online remote education?

- All learning is set using the platform googleclassroom. Parents and carers are also sent an invite (to access they must accept this invite) so they can also see what learning has been set.
- Most pupils have been shown how to use googleclassroom, but if they need further support with this, they can watch the googleclassroom video which was emailed to them and is on the school's website. If further support is needed, parents and carers can contact the school and a member of staff will give technical support over the phone.

If a pupil does not have digital or online access at home, how will the school support them to access remote education?

We understand that some pupils may not have suitable online access at home and in these circumstances, the school will liaise with parents and carers to discuss what options are available and are the best fit for the family. These options include:

- the pupil(s) attending school where they will have access to the digital equipment that they need.
- Where possible, the school will lend digital equipment, for example we have issued laptops and devices that enable an internet connection (for example, routers or dongles) to pupils who were identified as being eligible for these.
- Our least preferred option is posting out paper-based learning as previous experience has shown us that students find the online learning more engaging and effective. However, in exceptional cases, we will provide this. For these pupils, marking and feedback will take place once the paper-based work is returned to school via the post or in person and dropped off at reception. The work will be marked and feedback written on the work and it will be re-posted back to the pupil.

If parents and carers would like further information about either of the above, please phone the school and ask to speak to your child's Head of Year.

How will pupils be taught remotely?

The learning set is a blended approach of live and pre-recorded learning as we understand that for some students being online at a certain time is challenging. This means work set will be explained in a pre-recorded video as well as a live session to discuss the work.

- The learning set is planned in a sequence so students can build upon knowledge and skills to make progress.
- The context of a sequence of lessons are shared with students so they can understand where these lessons fit into the curriculum and how they link to other past and future learning – this will be labelled Video 1.
- Scaffolds, models and chunking of information are some strategies used to ensure the learning set is accessible to all.
- Recorded auditory or/ and visual teaching resources are set (e.g. DfE approved Oak National Academy or made by Longhill High School teachers).
- Live elements: Daily face-to-face interactions with their mentor; opportunities to have discussions about the learning set with teachers; and some parts of lessons.
- Specific uses of information and/ or activities provided by commercially available websites e.g. KS3 Bitesize, GCSEBitesize.

- For years 10 and 11, the revision site GCSEpod is used for teachers to set assignments linked to the revision pods which recap and develop knowledge and skills.
- For a minority of students, paper-based learning will be provided which will follow the school's curriculum.

Engagement and Feedback

What are the school's expectations for pupils' engagement and the support that parents and carers should provide at home?

- The best way parents and carers can support their child with engaging with the learning is by supporting their child with sticking to the school's timetable meaning they need to wake up in time for their live mentor time which is 8.20a.m. For students with no internet access, they should be attending school and arrive for 8.20 a.m.
- All learning for the day is set by 8.30 a.m. and the live mentor time will end at 8.40 a.m. so pupils need to begin their learning straight after mentor time. After that, live google meets will take place with the teacher for the first 30 minutes of every lesson.
- If a student is struggling with the work, your child needs to attend a live session so the teacher can support.
- We also expect parents and carers to communicate with the school any issues they have with accessing the learning so we can support.
- We also expect parents and carers to check their emails for communication from the school and accept invites to googleclassroom so they can check their child's engagement with the learning.

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

- If pupils do not engage with their learning, emails will be sent to parents and carers informing them of this.
- Parents and carers are also invited to join the googleclassroom for each subject to help them see what learning has been set and what their child has completed.
- If this lack of engagement persists or/ and is across subjects, the school will also phone home to see how we can support.

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 be given verbal or/ and written feedback on their work weekly for core subjects and fortnightly for option subjects (unless they are KS4 then it is weekly). This may be given via googleclassroom or/ and their school email address.
- This feedback will be in the form of what went well (WWW) and how to improve (HTI).

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:

- The Learning Support Team will keep sharing bespoke information regarding specific SEN/D students with teachers and, where needed, will provide online training for teachers to ensure they know the best ways to design their online learning.
- For SEN/D pupils who have been assigned key workers due to their high level or/ and complexity of need, will have at least weekly phone calls home from their key worker to capture any further support needed.

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. However, the knowledge and skills provided in the online learning set, will be the same as those taught in school so that all students are following the school's curriculum.

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

- We expect that parents and carers to contact the school and to explain that their child is self-isolating.

- All pupils will have already been sent an invite link to the Self-Isolating googleclassroom for their year and for every subject. They must then access the learning set for the week(s) they are self-isolating.
- Parents and carers without internet access must inform the school so that we can post paper-based learning home.