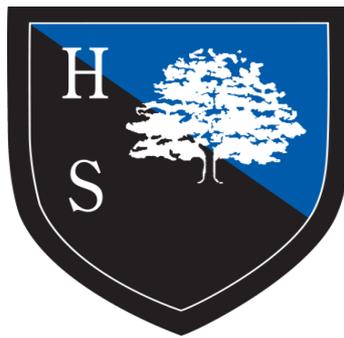# Remote Learning Education Provision

Parent / Carer Information

Heathcote School and Science College

Approved by:	Governors	Date: 30/11/2020
Last reviewed on:	Summer 2021	
Next review due by:	Autumn 2022	

This document applies to a range of situations faced by the school during the pandemic and applies for in-school, remote and lockdown provision.

Update 8/3/21 - Pupils will continue to complete any home learning activities on Google Classrooms to avoid additional 'hard' material submissions and reduce paper wastage.

It is the expectation that all learning resources are clearly labelled and located on Google Classroom for pupil/parent access to support home learning at any time from this point forward.

Definition and Statutory Guidance

Definition of Remote Learning

Remote learning is the process of teaching and learning performed at a distance. Rather than having pupils and teachers coming together in person, remote learning means that pupils are distanced from their teacher and their peers. Effective remote learning attempts to provide an experience as close to the classroom environment as possible, when the pupil and teacher are in two different places. Technically, no technology is required for remote learning to take place, nor does remote learning have to take place online.

Provision of Remote Education (England) - Temporary Continuity Direction

The Provision of Remote Education (England) - Temporary Continuity Direction came into effect on 22 October 2020 and places a legal duty on schools in England to provide remote education for statutory school-aged children who are unable to attend school due to coronavirus. This includes where:

• a class, group of pupils or individual pupils need to self-isolate, or

• there are local or national restrictions requiring pupils to stay at home.

Schools must ensure that access to remote education is in place as soon as either of the above situations occurs.

Remote education must be provided to pupils who are of compulsory school age and pupils who are below compulsory school age but who would usually be taught in a class with compulsory school aged children (most commonly in a reception class). This direction does not apply to post 16 education - further education (FE) colleges, sixth form colleges, school sixth forms or 16-19 Academies.

The DfE Guidance states:

*'In the event that a pupil cannot attend class as a result of the coronavirus outbreak, ministers have made it clear that schools are required to ensure that they have **"immediate" access to remote learning**. According to the government guidance on opening schools, last updated on 1 October, where a pupil is unable to attend school because they are complying with clinical or public health advice, "we expect schools to be able to immediately offer them access to remote education". On 30 September, the government used temporary continuity direction powers which will place an obligation on schools to provide swift access to remote education if pupils can't make it into school because of the pandemic. These powers **came into effect on 22 October**, and the DfE says.*

- *This provision should **start from the first full school day** a child has to remain at home.*

- *Schools may consider **different forms of remote education** such as printed resources or textbooks, supplemented with other forms of communication to keep pupils on track or answer questions about work.*

- *Neither the direction nor the expectations set out in guidance require the **live-streaming** of lessons.*

- *If some pupils **do not have access to devices**, schools can distribute school-owned laptops accompanied by a user agreement or contract. They can also remind pupils that access is also possible through large-screen smartphones. Additionally, textbooks can be used at home to provide a structure to learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.*

- *When teaching pupils remotely, the DfE expects schools to plan a programme that is of **equivalent length to the core teaching pupils would receive in school**, ideally including daily contact with teachers.*

- *The requirement for schools to use their best endeavours to secure the **special educational provision** called for by the pupil's special educational needs remains in place. Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.*

*Schools will be signposted to **the remote education support package** and encouraged to access these resources. Regional schools' commissioners (RSCs) can also take supportive measures to help schools in their region with remote education.*

Heathcote 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 page

The remote curriculum: what is taught to pupils at home?

COVID-19 has changed the education landscape. As a school we must now ensure that we deliver a remote education programme that is high-quality, safe and aligns as closely as possible with in-school provision and the curriculum. Teachers will adapt certain lessons to a remote/online platform so that if children are remote learning, they are given the support they need to master curriculum objectives and continue with their progression.

Where possible, we aim to 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, in DT, PE and other practical subjects where resources or practicalities prevent what would be taught in school.

Whilst the provision is a full timetable, we must, as a community, ensure pupils get exercise and time away from screens to balance their health and wellbeing.

Pupils in Years 7 and 8 have Knowledge Organisers, which both outline their curriculum pathway and provision, and also support learning and revision.

All curriculum details can be found on the school website.

Remote teaching and Study Time Each Day

Pupils are to follow their current timetable when working remotely.

Further guidance in the event of any lockdown will be available.

Accessing Remote Education

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

- All pupils have a Google Account and all lessons and live meets are accessed through Google Classroom.
- Please see the website for further details and support / tips on Google Classroom. https://www.heathcoteschool.com/parents/parents-information/
- Live lessons will be posted as 'meets' on the Google Classroom for that lesson. Where the lesson is not live, suitable resources and instructions will be provided in the classroom assignments

Pupils Expectations:

- Pupils should attend on time and ensure they have **cameras turned on** in order for the teacher to register them. For those struggling with this, the camera should be turned on for at least a short period for safeguarding reasons.
- Pupils should ensure they are dressed appropriately in day wear
- Any pupil found to deliberately disrupt the learning of others should be removed and will not be able to re-join.

If my child does not have digital or online access at home, or if you encounter any issues, please contact the school

teaching.learningadmin@heathcote.waltham.sch.uk

How will my Child be Taught Remotely?

Pupils will receive a minimum of 4 hours of educational interactions throughout the day. Whilst we aim to provide live lessons and interactions as much as possible, this may not be always possible if we encounter staff absence/child care issues.

The recommendation is that whilst lessons are an hour some lessons may have live elements and then pupils are set tasks to complete and submit by the teacher at a later date. It may well be that the teacher is only live and delivering for 15 minutes, sets a task and then asks the pupils to return before the end of the lesson. The teacher will remain live for feedback where possible.

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

- live teaching (online lessons)

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- printed Knowledge Organisers for Year 7/8

- for exam groups textbooks and reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- long-term project work and/or internet research activities (as per the schools full opening guidance, schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

Individual Pupil Absence

Should an individual pupil require a period of absence the following protocol is required to take place:

Event	Action	Responsible	Monitored By
Pupil to access Google Classroom and, if required, submit any work via this platform as requested	• Teachers are to provide all resources online via Google Classroom. • Teacher to acknowledge, through appropriate levels of feedback, receipt of work within 48 hours • Different forms of feedback can be provided based on Google Classroom features but it is the expectation that at least one piece of work has detailed written feedback during the course of the pupil absence	Class Teacher	Head of Department (HoD)/ Key Stage post holder
Pupil fails to engage with work	Class teacher to contact home	Class Teacher	HoD/Key Stage post holder
Pupil fails to submit work on more than one occasion in same subject	• HoD/Key Stage post holder informs Head of Year (HoY) • HoD to contact home	HoD/ Key Stage post holder HoD	SLT/ Quality of Education (QoE) Team SLT/ QofE Team
Pupil fails to submit work on more than one occasion in	• HoDs email HoY who collates overview HoY phones to inform parents	HoD	SLT/ QofE Team

		HoY	SLT/ QofE Team
more than one subject			

Class or Bubble Absence

Should an entire class/bubble have a period of absence, the following protocol is required to take place:

Event	Action	Responsible	Monitored By
Timetabled lesson time	• Teachers are to provide all resources online via Google Classroom. • This should include specific reference to activities that would need to be completed at home (and if required submitted). • Teachers will teach their timetabled lesson live and pupils' access as per timetable. • Cameras can and should be on as teachers will be in classroom locations. • Pupils should have cameras turned on. • Any pupil found to deliberately disrupt the learning of others either through miss use of camera or other feature should be removed and will not be able to re-join. • All other virtual learning protocols to be taken e.g private chat function enabled • (please see Virtual Learning Protocol)	Class Teacher	Head of Department (HoD)/ Key Stage post holder
Pupil to access Google Classroom and, if required, submit any work via	• Teacher to acknowledge, through appropriate levels of feedback, receipt of work within 48 hours	Class Teacher	HoD/Key Stage post holder

this platform as requested	• Different forms of feedback can be provided based on Google Classroom features, but it is the expectation that at least one piece of work has detailed written feedback during the course of the absence		
Pupil fails to attend lessons	If pupil does not attend a live lesson, class teacher to check submission of work (as some pupils may have lost link or internet connection)	Class Teacher	HoD/Key Stage post holder
	Non Lockdown If by end of the day pupils have not engaged in work set then teacher to contact home	**During Lockdown** The Behaviour Team will contact home to check on engagement and make all necessary phone calls where there is a trend		
Pupil fails to submit work on more than one occasion in same subject	HoD/ Key Stage post holder inform Head of Year (HoY) HoD to contact home	Head of Department/ KS post holder HOD	SLT/ Quality of Education (QoE) Team SLT/ QofE Team
Pupil fails to submit work on more than one occasion in more than one subject	HoDs email HoY who collates overview HoY phones to inform parents	HOD HOY	SLT/ QofE Team SLT/ QofE Team

Engagement and Feedback

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

- Teaching staff will take registers for every lesson
- Pupils will need to engage in the lesson with a camera on in order to register. For those struggling with this, the camera should be turned on for at at least a short period for safeguarding reasons.
- There is a designated team working in school to follow up with pupils not engaging or entering into remote or online learning
- Parents will be informed by the school is disengagement continues and, in certain circumstances, it may be required that the pupil attends school if they cannot engage at home

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.

The marking and feedback policy remains but during remote learning pupils will receive acknowledgement of submitted work as well as verbal and written feedback during live lessons.

Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns.

Staff ensure that all safeguarding concerns are reported immediately to the DSL or an alternative Safeguarding Officer.

All safeguarding policies and procedures continue to apply, alongside the Safeguarding Policy - Remote Learning Addendum.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

SENDCO / Inclusion Lead

The SENDCO and Inclusion Lead is responsible for managing and dealing with all SEND and inclusion concerns in the first instance that cannot be dealt with by the HoY or staff member.

Additional Support for Pupils

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.
- Staff will turn on captions to support our deaf learners.
- In addition to in school provision for key workers, vulnerable pupils or pupils with SEND that have taken up the offer, Teaching Assistants and hearing-impaired unit are still working with designated pupils to provide online support.

We strive to support all learners, families as best we can and this may be an ever-evolving scenario. We want to make clear that the absolute priority is that everyone stays safe and focuses on their mental wellbeing during this time.

We hope the information provided has been useful. It must be noted this is obviously not how we would choose to be teaching the pupils and comes with a huge number of challenges for our staff, our pupils and parents/carers at home.

Together we feel we have supported and prepared our teachers, staff and pupils with developing new skills and understanding online learning and our provision we feel is ahead of government guidance for basic expectations. This support and training continues as we develop better strategies to support better online provision. I would again sign post parent/carers to the website where online google classroom guides and tips can be located. https://www.heathcoteschool.com/parents/parents-information/