

Remote education provision: information for parents

This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section of this page.

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, while we take all necessary actions to prepare for a longer period of remote teaching.

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

If national or local restrictions require entire cohorts to remain at home, all students should expect that their normal timetable, where possible, will resume online via the Microsoft Teams platform the following school day. Students may be advised of a virtual assembly during Period 1 to give any instructions necessary.

Students without adequate access to the internet or appropriate device will have a paper-based learning pack made available to them. The Academy team will endeavour to help students by providing an appropriate device or internet access where appropriate and capacity allows.

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?

Where possible, we will teach broadly the same curriculum remotely as we would if students were in school.

Some exceptions may include:

- Practical lessons such as the Arts, PE and some vocational subjects (KS4)
- The intended curriculum is not suitable for remote learning e.g. some topics in PSHE

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 students broadly the following number of hours each day:

Year 7-10	4 hours plus 1 well-being hour (exercise and enrichment)
Year 11	5 hours plus Study and Support (revision)
Hours do not denote the hours which students are expected to be 'online'.	

Accessing remote education

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

All remote learning will be streamed or posted via Microsoft Teams. Each student has an Office 365 account which will allow them access to the whole Microsoft suite.

Microsoft Teams can be accessed via a range of devices such as laptops and mobile phones.

In addition, staff may make use of other, non-Microsoft online platforms such as (but not exclusively):

- GCSE Pod
- Oak National Academy
- Seneca Learning
- Bedrock Learning
- My Maths
- Padlet
- Online quiz tools such as Kahoot
- Mentimeter/poll everything

All platforms will be easily accessible via a standard device and alternatives put in place where necessary.

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:

If a student does not have access to a device at home, they or parents should contact the main office at school (01205 311979).

The front office team will ask you to outline the access issue. We will endeavour to support students by issuing a laptop or internet dongle/SIM card.

If a device is issued:

- Time is arranged to pick up a device that can be used to access remote learning.
- A laptop loan agreement document filled out by parents.
- Laptops are taken home for use after initial training and run through of systems.
- Laptops are expected to be returned upon return to the academy.

Where remote learning via Teams is not possible at home, students may be offered schooling onsite or a paper based pack for home learning.

How will my child be taught remotely?

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

Teachers will use a range of approaches to suit their curriculum area. The most common approach to our remote teaching will include a streamed lesson through Microsoft Teams. Below are examples of approaches a teacher may use in their remote learning*

- Online streamed lesson – The teacher streams a lesson via Microsoft Teams which includes instructional sections, independent tasks, and video clips. Students will be asked to record their notes and tasks in an exercise book or electronically. The teacher can continually give feedback and answer questions, as necessary.
- Instructions are given to a class via Microsoft Teams to work on a particular website. An example might be in social studies where a series of GCSE Pods are set with accompanying self-marked quizzes. Staff will be available during the lesson via Teams chat.
- Students may be directed to one of our external providers for their learning session. English may use Bedrock learning for literacy. Maths may use My Maths and Science may use Seneca Learning. The activities will be specially picked to support the curriculum and add variety to their remote learning.

*This list is not exclusive – other approaches may be used where appropriate.

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?

Students

- Log onto Microsoft Teams lessons.
- Actively engage in tasks set by your teacher.
- Attend tutor time and assemblies.
- Contact your teacher to ask questions where necessary.
- Catch-up on work if you miss any lessons.
- Take part in enrichment and well-being activities.
- Continue to uphold the values of the Academy.

Parents/carers

- Check students are engaging in online learning by asking questions and checking notes.
- Contact us with any Teams access issues or concerns.
- Attend any online parent's evening.
- Keep up-to-date with news and announcements on Weduc and Facebook

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

Attendance and the Attendance Team – We monitor attendance through our usual attendance mechanism (Cloud School). Teachers take a register during an online lesson. We also monitor attendance through data provided to us via Microsoft Teams. This allows us to see how often students are engaging with Teams and highlight any areas of concern.

Each year group has a dedicated member of the attendance team who will monitor attendance daily and contact parents via telephone with concerns.

Pastoral Team – The pastoral team support the attendance team in monitoring attendance to online lessons. Parents may be contacted via telephone by the Head of Year team if concerns are raised about attendance or engagement.

Teachers and support staff – Teachers and support staff may contact students via Teams if they are concerned about engagement. Concerns will be passed onto the Attendance and Pastoral teams where necessary. In some cases, teachers may contact parents directly by telephone or e-mail.

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:

Students will be asked to submit work via Teams by subject teachers. Subject teachers may choose to give individual feedback, verbally or written, depending on task. Teachers will also make use of whole-class feedback during lessons.

Feedback will be continuous during online lessons with use of various online tools such as Padlet, one note and Microsoft forms. Teachers will also make use of verbal feedback and self-assessment during remote lessons.

Where appropriate, we will continue with the planned Parents' Evening schedule and provide virtual Parents' Evening appointments to feedback to students and parents.

There will be no set time frame for feedback for each subject but students should expect to have feedback from the school on a weekly basis, using the methods stated above and as set out in the DfE Remote Learning guidance.

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:

Haven High Academy contacts the students with SEND and their parents or guardians, weekly, to ensure they are accessing their lessons and to offer any further support. Support is also provided through the provision of coloured exercise books, the loan of laptops, overlays, writing slopes and phonics packs.

We also offer the opportunity to come into the Academy to access online lessons for those with EHCPs.

The Learning Assistants provide support in online lessons and break out rooms if required to ensure the pupil's understanding and progress continues.

Remote education for self-isolating students

Where individual students 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 students 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?

Remote learning will be provided via Microsoft Teams platform. This will either be in the form of set work/independent tasks based on the face-to-face lesson or taught remotely at the same time as the regular class (blended learning).

Work packs will be provided upon request if any student does not have access to an appropriate device or internet.

Students are expected to use the Teams platform to communicate with teachers and submit work or bring in evidence of their tasks for feedback on return to the Academy after isolation.