

# Lord Lawson of Beamish Academy

## Remote Education Policy

September 2021

## **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 pupils 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 being at home?**

Whilst your child's teachers consider how to adapt the curriculum so that your child can work independently from home, the first day or two may consist of slightly different work to that which was being taught in class. This is to ensure that your child has access to appropriate, engaging work which continues to support their learning and allow teachers to make necessary adjustments to the work for the rest of the isolation period.

#### **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?**

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 work in subjects such as science or technology may focus on live or pre-recorded demonstrations with follow up questions, rather than students carrying out the practical task at home.

### **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	5 hours
Key Stage 5	5 hours

## Accessing remote education

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

Your child's work will be set in Microsoft Teams. They will be assigned to a 'Team' for every subject they are taught. Within each 'Team' there is an 'Assignments' area. This is where all work will be set, with clear instructions and resources and deadlines for work to be 'turned in'.

### 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:

- Parents/carers should contact their child's year leader or deputy year leader to notify them of a need for access (email contacts are on page 6 of this document).
- The year team will communicate with ICT support staff, who will then coordinate a support package.
- Access to the internet through dongles can be supplied for those who are in need.
- Loan of a laptop can be arranged for those who are in need.

### How will my child be taught remotely?

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

Some examples of remote teaching approaches:

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

## **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?**

While your child is working from home, we expect:

- Students to log into Teams every morning by 8:30am to check their assignments for that day.
- Students to follow their daily timetable – they should work on each subject for 1 hour at a time, as they would in the Academy.
- Parents to check their child has been able to log in, access their work and has completed work for their subjects that day.
- Students and parents to notify the Academy as soon as possible if there are any issues accessing work or if any support is required to complete the work.

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

Whilst your child is working from home, teachers will:

- Check that work has been 'turned in' on Teams, if this was requested.
- Give feedback where necessary and acknowledge receipt of the work.
- Make contact with students if there are any concerns about their engagement or understanding.
- Make contact with parents if there are ongoing issues with students' engagement.

### **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 feedback will depend on the nature of the tasks being undertaken by students and the subject area.

Teachers will make it clear which pieces of work will receive specific types of feedback, and the purpose of this feedback will be to move students forward in their learning.

## **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:

- Ensuring SEND students at home had appropriate devices and laptops issued where needed. Some households were sharing devices which also made individual work difficult.
- Supportive email groups set up for those who access SEN support at GCSEs.
- All students with SpLD dyslexia have access to Lexia programme to use at home.
- Specific SEND work uploaded onto Teams for each year group separate from curriculum which is structured and sequenced using the techniques used during small group interventions.
- Specific accessible books chosen from Barrington Stoke to ensure independent reading can be achieved at home.
- Scaffolded tasks throughout the PowerPoint are used and feedback given. The texts are available both in auditory and visual format for years 7 and 8.
- Regular contact with parents and carers via email and telephone.
- Agency involvement (virtual) will be maintained. Educational Psychologist involvement will continue where appropriate and necessary.
- Access with HINT team for ASD students. CYPS communications continued.
- Social worker contact where necessary.
- Maintaining continuity of EHCP, Annual Reviews will continue as planned (virtual or telephone) and Action Planning Meetings held virtually.

## 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?**

To ensure individual students self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback, we will use a combination of the following approaches:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- resources or materials with clear instructions for work which can be completed independently.
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

For any queries about Remote Education provision, please contact your child's year leader or deputy year leader:

Year 7: Mrs Jacobson / Mrs Coates

Year 8: Mrs Liddle / Miss Milburn

Year 9: Mr Earle / Mr Sturrock

Year 10: Mr Cave / Mrs Smith

Year 11: Mr McConway / Mrs Turnbull

Year 12/13: Mrs Jordan / Mr McGovern

For issues with log in details, please contact our IT Support team:

[ictsupport@lordlawson.academy](mailto:ictsupport@lordlawson.academy)

For any other queries or concerns about your child's Remote Education provision, please contact Ms L Ford, Assistant Principal [lford@lordlawson.academy](mailto:lford@lordlawson.academy)