



MARSHLAND HIGH SCHOOL

Remote Learning Policy

Person Responsible: Mr D Nicholls **Approved by:** Local Governing Body

Last reviewed on: February 2021

Next review due by: February 2022

1. Remote education provision: information for parents

This policy 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 when individual students are self-isolating, please see the final section of this policy.

1.1 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.

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

Marshland High School will provide remote learning activities for our students. This will be delivered through our online platforms: Show My Homework (SMHW) and Google Classroom.

Work will be designed so that students can follow their timetabled number of hours for each subject for a designated period of time. Work should be completed remotely in line with existing student timetables, and then submitted to their teacher via upload to Google Classroom or the agreed hand in procedure, as identified by the teacher.

1.3 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?

Students will follow their existing timetable. If they forget or lose their timetable, it can be viewed in SMHW. They can also contact their Pastoral Manager for an email copy of their timetable.

Teachers will facilitate the curriculum remotely, with nearly all lessons having a live element for some, or all of the lesson. Students should follow the direction of their teacher and ensure that they attend all of their timetabled lessons. They will join these via virtual classroom meeting rooms shared on Google Classrooms.

We have the ambition that wherever possible students will follow the recognised curriculum, with minor adaptations as necessary. For example, in Core PE students may be asked to complete some independent physical activity following a guidance video.

2. Remote teaching and study time each day

2.1 How long can I expect work set by the school to take my child each day?

We expect that remote education will last for the normal school day. 8.45am – 3.10pm daily. Students will complete any independent work in line with our standard curriculum policy regarding homework, coursework or independent study. This includes tutor time to check on the welfare and overall progress of our students.

Our broad ambition is for all students to follow a broad, full and creative curriculum. Whether this be accessed 'live' - or remotely. It is important that students and parents engage with the curriculum offered.

We recognise that students need to have a break from working at their screens. As a consequence, from the second half of Spring Term 2021, lessons will change from 1 hour in length to 50 minutes in length. Students should arrive at their lesson on time, as per their timetable. Lessons will be designed to last 50 minutes, whether live or not, and students should stop their work after 50 minutes. This should then allow time to upload evidence of their work as requested by the teacher, have a comfort break and prepare for the next lesson. This will also ensure that they arrive on time for the start of their next lesson.

3. Accessing remote education

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

Students will need to access the curriculum through our digital platforms SMHW and Google Classroom. Some departments also make use of a wide range of internet based curriculum resources (e.g. Educake, Seneca learning). Logins for these will be shared by the class teacher as appropriate.

3.2 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:

- A designated Senior member of staff (Head of ICT) will oversee our provision for students that require additional support accessing remote learning. This gives families a central point of contact to ease communication.
- We aim to make resources available (e.g. Laptops, Raspberry Pi computers, mobile wifi hotspots) as supply and need allows us to.
- Staff will support and encourage students and families to overcome any issues.

3.3 How will my child be taught remotely?

As with lessons in-school, we will use a combination of the following approaches to teach students remotely:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- textbooks and reading books students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- printed paper packs produced are used less frequently by our teachers (e.g. workbooks, worksheets). However in some specific instances may be used.

4. Engagement and feedback

4.1 What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Students should aim to follow their timetable as if they were still attending live lessons, five periods a day. With structured breaks at their usual times.

Students should attend Form time from 8.45am each morning. This will help them maintain a routine and structure to their day.

The most effective remote learning happens where routines and structure is available to support the students. For example, access to a quiet work space, with good lighting and temperature, quality Wi-Fi reception, access to learning materials, and appropriate food and drink at breaks.

If you would like support, or a conversation to support you establishing this in your home, please do not hesitate to contact the Pastoral Manager linked to your child's year group, and the school will endeavour to support you.

Parents should challenge passivity, and we would hope you are fully supportive of the ambitions established in this document.

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

We will check on student engagement and attendance regularly. As our lessons offer live provision, we are able to monitor this closely. Our attendance team will follow up on issues identified, supported by Senior Staff.

Engagement is tracked by all departments, and non-engagement / passivity will be challenged swiftly. Students and families will be contacted where we have concerns.

4.3 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. We will make use of a range of methods to provide feedback to the students. For example,

- Verbal feedback live in lesson, or recorded via video
- Annotated returns of work
- Whole-class feedback
- Quizzes or short assessments completed online.

5. Additional support for students with particular needs

5.1 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 those 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. Our SEND team will work closely with their linked students and support them both live in lessons, and remotely via individual conversations. As necessary, resources can be scaffolded to support individual needs. If you have any concerns, or would like to discuss how the school can support you please do not hesitate to contact Ms Dawson (Senior Assistant Trust SENCO), or Mr Duce (Deputy Head) at the school.

5.2 Remote education for self-isolating students

Where individual students need to self-isolate but the majority of their peer group remains in school, the remote education support 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.

5.3 If my child is not in school because they are self-isolating, how will their remote education be facilitated?

Students working from home should access lessons via Google Classroom, where staff will offer live access to the lesson that they are delivering face-to-face.

Where this is not possible, work will be provided digitally from the class teacher, and should be submitted using the digital platforms described, and requested.