

ALDERWASLEY HALL SCHOOL & SIXTH FORM

part of the SENAD Group



Remote Learning provision

January 2021



This document is to provide information regarding our on-site and online provision during the National Lockdown in January 2021. It should be read in conjunction with our Curriculum Policy.

Onsite provision

During the period of national lockdown, Alderwasley Hall School will remain open to vulnerable children and the children of critical workers in line with current (2nd January 2021) government policy. Pupils who are self-isolating should not attend school. Clinically extremely vulnerable pupils are also advised not to attend school. We continue to record attendance in the usual way, recording engagement with online provision as appropriate. Any absences of the pupils who are expected to be in school but where a parent wishes for their child to be absent will be followed up; we will authorise the absence during this national lockdown period as per government advice. Absence will not be penalised.

As a special school and specialist post 16 provision, we want children and young people in school to continue to receive high-quality teaching and specialist professional support. This is because we know that children and young people with special educational needs and disabilities (SEND), and their families, can be disproportionately impacted by being out of education. We will continue to welcome and encourage pupils to attend full-time where the parent/carer wishes for their child to be able to attend. We will continue to welcome and encourage students to attend as per their lockdown timetables (available on request). Where the young person wishes to attend. On occasion we may encounter circumstances where we cannot provide our usual interventions and provision at adequate staffing ratios, or with staff with vital specialist training. In these circumstances we will seek to resume as close as possible to the child of young person's specified provision as soon as possible.

Throughout the last 12 months in particular, the school has been delivering remote education where it has been needed, continually improving our provision in line with expectations and emerging best practice. The temporary *continuity direction* (www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note) makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The *continuity direction* requires schools to have regard to this guidance. Ofsted inspection will consider the quality of schools' remote education in accordance with the expectations set out in this guidance.

Remote Learning communication

	Primary	Key Stage 3	Key Stage 4	Key Stage 5
Whole school plans and communication <i>"How will we know what the school is planning?"</i>	Piota School website	Piota School website	Piota School website	Piota School website
Communication with parents <i>"How will we know what our child is supposed to be doing?"</i>	email	email	email	email
Communication with students <i>"How will we know what we are doing?"</i>	MS Teams	MS Teams	MS Teams	MS Teams
Curriculum delivery <i>"How will we receive our learning tasks?"</i>	MSTeams Class Dojo	MSTeams Class Dojo	MSTeams GCSE Pod	MSTeams GCSE Pod
Curriculum content / resources <i>"Where have the learning tasks come from?"</i>	Self-written Oak Academy BBC	Self-written Oak Academy BBC	Self-written Oak Academy BBC GCSE Pod	Self-written Oak Academy BBC GCSE Pod

Remote Timetable

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education as directed by the DfE¹ should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day
- Key Stages 3 and 4: 5 hours a day

Our intended provision will match or exceed these requirements.

¹ [Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/87222/Restricting_attendance_during_the_national_lockdown_schools.pdf)

Remote Learning Expectations

The expectations for remote provision as detailed by the DfE are set out alongside our response:

<p><i>Schools should teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum</i></p>	<p>Our lessons will be planned and delivered by pastoral teachers in Primary. In Key Stage 3 pastoral teachers will deliver the bulk of lessons, supported by some specialist teachers delivering some specific subject content. In Key stages 4 and 5, class 'bubbles' will have a teacher facilitating the learning which has been set by specialist teachers. Therapeutic and other provision will continue to be provided in a bespoke way to meet the needs of individuals.</p>
<p><i>Schools should select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use</i></p>	<p>We will adopt a blended approach using 3 main platforms: Microsoft Teams, Class Dojo and GCSE Pod. Each of these platforms has the ability to allow interaction and assessment and feedback in various ways</p>
<p><i>Schools should overcome barriers to digital access for pupils by:</i></p> <ul style="list-style-type: none"> • <i>distributing school-owned laptops accompanied by a user agreement or contract</i> • <i>providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work</i> 	<p>Our aim is not to allow the lack of digital access to be a barrier for learning. We will always determine individual need and use this to distribute ICT hardware as applicable. Printed materials have been issued in the form of work books and revision guides for the older students, and internally written worksheets/booklets for the younger children</p>
<p><i>It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.</i></p>	<p>Our students are eligible to access the onsite provision upon request. There is no limitation on the number of students on our sites.</p>
<p><i>Schools should have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern</i></p>	<p>We are using Microsoft Teams to record general levels of engagement and social interactions on a daily basis. Class Dojo and GCSE Pod both have methods of recording engagement in specific tasks. Levels of direct engagement are monitored and, where pastoral teams have concerns with this issue, these are raised with SLMT for further action.</p>
<p><i>Schools should identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education</i></p>	<p>This is delegated to Paul Burrows, Deputy Headteacher</p>

<p><i>Schools should publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation</i></p>	<p>This document will be published on the website and also available to parents through the usual school communication channels</p>
<p><i>When teaching pupils remotely, we expect schools to:</i></p> <ul style="list-style-type: none"> • <i>set meaningful and ambitious work each day in an appropriate range of subjects</i> • <i>provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:</i> • <i>Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</i> • <i>Key Stage 2: 4 hours a day</i> • <i>Key Stages 3 and 4: 5 hours a day</i> 	<p>We will endeavour to set meaningful work on a published timetable for all students to an equivalent of a ‘typical’ school day. The expectations set by the DfE regarding amounts of teaching will be fully adhered to.</p>
<p><i>Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of schooled video content.</i></p> <ul style="list-style-type: none"> • <i>consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:</i> • <i>providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources</i> • <i>providing opportunities for interactivity, including questioning, eliciting and reflective discussion</i> • <i>providing scaffolded practice and opportunities to apply new knowledge</i> • <i>enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate</i> • <i>using assessment to ensure teaching is responsive to pupils’ needs and addresses any critical gaps in pupils’ knowledge</i> • <i>avoiding an over-reliance on long-term projects or internet research activities</i> 	<p>Whilst we currently have excellent Teaching and Learning pedagogy within school, we will continue to drive up standards and expectations by revisiting best practice for remote learning through our CPD programme.</p>
<p><i>We expect schools to consider these expectations in relation to the pupils’ age, stage of development or special educational needs, for example where this would place significant demands on parents’ help or support.</i></p>	<p>We consider ourselves to be exemplary at this. The provision offered to all young people will be monitored by members of our SLMT to ensure that this continues to be the case.</p>
<p><i>We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.</i></p>	<p>We will offer a full programme of support by highly qualified teaching assistants during this period of remote learning for those students who would benefit from this</p>

<p><i>For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' 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. Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.</i></p>	<p>We will undertake our best endeavours to ensure the remote specialist provision is of the same high standards that it would be onsite with due regard to clear logistical parameters including specialist equipment and availability of staff.</p>
<p><i>Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them. When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person. Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.</i></p>	<p>We will adhere to all guidance and policy from the government over these matters.</p>
<p><i>Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online.</i></p>	<p>We will adhere to all guidance and policy from the government over these matters.</p>

FAQ: information for parents

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 will 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, (some specialist services and equipment will not necessarily be available to those at home). Wherever adaptations are necessary, parents and carers will be informed.

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 fill the hours of 9 to 3.30pm each day including appropriate breaks. Indicative timetables are included as appendices to this document.

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

- We will continue to use Microsoft Teams for general communication but introduce Class Dojo and GCSE Pod for setting and delivering the majority of curriculum work.

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 pupils may not have suitable online access at home. We are fully open to students who are unable to learn remotely and would prefer to be in school. If online access at home is a barrier, then we ask that parents contact the Assistant Headteacher of the relevant site in order for the school to offer hardware support.

How will my child be taught remotely?

- We will use a combination of the following approaches to teach pupils remotely. Some examples of remote teaching approaches used are:
 - live teaching (online lessons)
 - recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
 - printed paper packs produced by teachers (e.g. workbooks, worksheets)
 - textbooks and reading books pupils have at home
 - GCSE Pod, BBC programmes and other such platforms will be used as appropriate

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

- We expect students to engage as fully as they can on a daily basis if possible, or at a similar level to their engagement levels prior to the lockdown. We acknowledge that remote learning in particular will not always suit all students and so use our specialist knowledge to build in suitable alternative strategies to maintain high levels of engagement.
- We will ask parents to support by helping establish good working patterns for their children. Younger pupils may need additional support from an adult at home in terms of organising any resources and logging on. Older students are more likely to be self-sufficient.

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

- Daily records will be kept by staff in terms of engagement. These records will be scrutinised weekly by senior staff. Any concerns raised about levels of engagement will trigger a response and communication with parents.

How will you assess my child's work and progress?

- Feedback will be task and platform specific. There is no expectation that staff will provide extensive written feedback on submitted work. However, feedback can take many forms for example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Some feedback will be acknowledgement of work completed, especially on the Class Dojo platform where staff will provide engagement feedback in the main.

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

- We will expect that all students will attempt to follow the indicative timetables to the best of their abilities. If students are ill or are unable to work due to their anxiety, then we will support them to complete as much work as they can. We will work with parents to establish as good a level of engagement as possible.