

# Newcastle Academy Remote Education

## **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 if 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 pupils at home**

A pupil'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 pupils being sent home?**

Within the first day of being sent home, work will be set and may take many forms, including:

- Pre-recorded video or learning sessions
- PowerPoints or tasks uploaded to Teams.
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Live webinars.
- Work booklets

### **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?**

Newcastle Academy teach the same curriculum and timetable remotely as in school. Differences may occur in some subject areas for example in practical subjects where it may not be possible to undertake practical activities. Assessments may also not take place in the same manner/timeframe as they would in an onsite classroom setting.

Any missed content delivery will be caught upon return to onsite teaching.

### **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:

Secondary school-aged pupils	Based on the Government's remote education guidance, secondary schools are expected to provide at least four hours' worth of education each day, and we will do so as a minimum. In most cases, remote learning sessions will be delivered via Teams, where there will be up to five lessons each day, each one lasting no more than one hour.
Secondary school-aged pupils working towards formal qualifications this year	In the event of school closure, or closure of the Year 11 bubble, 5 hours of live lesson will be provided where possible. The only exception to this will be in the event of staff absence where appropriate material will be placed onto Teams for students to undertake.

## **Accessing remote education**

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

The arrangements for live learning sessions will be communicated via a Teams calendar notification no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session. All live learning sessions will be recorded and added to the class Teams channel for students to access later if they are unable to access at point of delivery. Lesson material will also be available via the Class Files section of the relevant Team area.

We also make use of other online platforms such as Bedrock (English), Hegarty (maths) and Educake (science). Your son / daughter has login details to access such platforms.

### **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 take the following approaches to support those pupils to access remote education:

Students at Newcastle Academy all have access to iPads and as such students not having access is minimal. Any student whose iPad is either broken or is presenting any difficulties is loaned an Academy device within 24 hours of notifying the Academy.

If students have difficulty accessing WiFi from home equipment to assist with this will also be issued.

### **How will my child be taught remotely?**

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

- Live learning sessions
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers, where students have been unable to access online lessons (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
- comprehension, quizzes and online materials
- online platforms such as Bedrock (English), Hegarty (maths) and Educake (science).
- quizzes on Teams
- past and mock exam papers
- educational websites.

## **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?**

With regards to your child's engagement, we expect all live learning sessions to be attended.

The expectation is that:

- Students will be present for remote learning by 9.00am and cease their remote learning at 3:15pm from Monday to Friday, with the exception of breaks and lunchtimes.
- Morning break will take place at 10:10am until 10:30am.
- Lunchtime will take place between 12:30pm and 13:15pm.
- Students with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- Students who are unwell are not expected to be present for remote working until they are well enough to do so.

All schoolwork completed through remote learning must be:

- Finished to the best of the ability of the student when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the student's ability.
- The student's own work.

With regards to support to be provided at home, we ask that parents / carers will:

- Inform the attendance officer no later than 8:40am if their child is unwell (please be aware that we will continue to monitor absence and lateness in line with the Attendance Policy).
- Ensure their child is available to learn remotely at the times stated above, and that the schoolwork set is completed on time and to the best of their child's ability.
- Report any technical issues to the academy as soon as possible.
- Ensure that their child always has access to remote learning material during the times stated above.
- Ensure their child uses the equipment and technology used for remote learning as intended.
- Adhere to the Parent Code of Conduct at all times.

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

During periods of remote education, we have an internal system of reporting on attendance to remote learning sessions, completion of work provided, and the quality of work submitted. All staff have access to this system, and it is regularly checked by House Leaders. Where students are not attending lessons and/or not completing work contact will be made to parents to establish reasons why and to support re-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 feeding back on pupil work is as follows:

- Work will be marked in line with the Assessment and Feedback Policy and will be returned to the student, once marked, by an agreed date.
- Where feedback is provided in Teams, this may take the form of a positive comment and a next step action, a number and letter equating to a whole class feedback sheet, a success criteria table, with information about what has been done well and what the focus now needs to be.
- Occasionally, feedback will be provided via email and will again include strengths and next step actions.

## Additional support for pupils 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 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 in the following ways:

The SENCO will:

- Liaise with the Head of IT and IT technicians to ensure that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required.
- Ensure that students with EHC plans continue to have their needs met while learning remotely, and liaising with the Principal and other organisations to make any alternate arrangements for students with EHC plans and IHPs.
- Identify the level of support or intervention that is required while students with SEND learn remotely.
- Ensure that the provision put in place for students with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Arrange additional support for students with SEND which will be unique to the individual's needs, e.g. via weekly phone calls from key workers.

Teachers will also ensure that lessons are inclusive for all students and can be adapted to account for the needs of students with SEND.

## **Remote education for self-isolating pupils**

Where individual pupils 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 pupils 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?**

Where your son / daughter is absent from school due to the need to self-isolate, some of the arrangements will be a little different to those set out above. For example, it will not be possible for live learning session to take place because the staff member will be teaching the rest of the class. However, in this instance, work will still be set via Teams and all lessons will be placed into the relevant Team area. It could also include any of the following:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips
- comprehension, quizzes and online materials
- online platforms such a Bedrock (English), Hegarty (maths) and Educake (science)
- PowerPoint presentations, detailing the work to be completed.

Although not present for the actual lessons, we will ensure individual pupils 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.

Regardless of the type of work set, we have the same expectations as those detailed above, including:

- Students will be present for remote learning by 8:50am and cease their remote learning at 3:15pm from Monday to Friday, with the exception of breaks and lunchtimes.
- Morning break will take place at 10:10am until 10:30am.
- Lunchtime will take place between 12:30pm and 13:15pm.
- Students with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- Students who are unwell are not expected to be present for remote working until they are well enough to do so.
- Work is to be finished to the best of the ability of the student when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the student's ability.
- The student's own work.