

# Alec Hunter Academy

## 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?**

Microsoft Teams has been used this academic year as a homework setting platform. This means, all students and teachers have established class teams and are used to this interface. Your child should expect the following from the first day of remote education onwards:

- All students will receive 5 hours of timetabled learning on Microsoft Teams per day.
- The teachers will set an assignment on Microsoft Teams for each lesson which will be released to students at the time the lesson would have taken place or in some cases, by 8.40am on the day of the lesson, to allow students to download any resources that might be required in advance for a live lesson (see below for information about how your child will be taught remotely).

#### **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 – all students will receive learning in all their subjects on their timetable. However, some practical subjects may need to make some modifications to their planned curriculum in order to adapt to the conditions of remote learning. For example, in Physical Education students may be set independent fitness challenges instead of playing sport as part of a team. Drama students may watch and analyse extracts of a performance or write their own monologue rather than participate in a group improvisation activity.

In subjects which require students to have certain materials to participate in practical activities, such as Technology, staff have adapted the resources required to enable all students at home to participate. For example, whereas a Technology project in school might require a product to be made from wood, the at-home version would require students to use paper or recycled materials. In subjects like Music, online programs can be used to allow participation from students that do not have musical instruments at home.

Science Teachers will continue to deliver the required practical elements of the curriculum through delivering live demonstrations or using video demonstrations, however it is not expected that students would participate in these demonstrations at home in the same way that they might do in school.

## Remote teaching and study time each day

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

All students in Years 7-11 will follow their in-school timetable and will be provided with remote education for the same number of hours that they receive in school every day each week. Therefore, we expect that remote education (including remote teaching and independent work) will take pupils broadly the following numbers of hours each day:

- KS3 – 5 hours a day (25 hours a week)
- KS4 (Years 10 and 11) – 5 hours a day (25 hours a week) - however if it is essential for delivering the curriculum, students in Years 10 and 11 may also be set some additional independent study activities in addition to the timetabled remote curriculum.
- We will continue to also promote enrichment and supplementary learning activities through our social media pages and through tutorial time so that students can further their learning outside of their timetabled hours if they choose to. Additional Resources will also be updated on our school website and can be found here: <https://www.alechunter.org/index.php/additional-resources/additional-home-learning-resources>
- In addition on Tuesdays and Thursdays, students will participate in Tutorial Time with their Tutor Group where they will discuss a weekly reflection topic and engage in a weekly whole school assembly. This is also an opportunity for the Tutor to check in on the students to see how they are managing during the remote education period.

# Accessing remote education

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

We use Microsoft Teams to deliver our remote education. Each timetabled class your child has in school, has an equivalent ‘team’ in Microsoft Teams. Staff will use these class ‘Teams’ to set assignments, deliver live or pre-recorded teaching, upload weblinks and videos, as well as to provide assessments and feedback.

Your child can also communicate with their teacher through the class team by using the posts section within the class team or they can email their teacher using outlook if they would prefer one-to-one support. If your child communicates with their teacher within the timetabled lesson, teachers will aim to respond within the lesson. If your child communicates with their teacher outside of timetabled lessons (or outside of the working day), the response may be delayed but teachers will aim to respond within 2 working days.

Your child also has a full digital subscription to Microsoft Office 365 which allows them to access Microsoft applications such as Outlook (Emails), Word, Excel and Powerpoint to aid their engagement with our remote education. This subscription is completely free and you do not need to purchase a Microsoft Office license for your child’s remote education.

Students can access Microsoft Teams and Microsoft Office 365 Applications online in a web browser if they are using a desktop or laptop. They will need to use their school system login and password in order



Office 365 →

to access Microsoft Teams and any other Office 365 programmes. Once they have logged into one Office 365 application, they should be able to easily switch between other applications by clicking on the 9 dots in the top corner of the webpage (see picture). If they would prefer, some laptop and desktop systems allow for students to download ‘app’ versions of Office 365. The Microsoft Teams App that can be downloaded is a lot more versatile than the webpage version and has many other features.

## Apps



Outlook



OneDrive



Word



Excel



PowerPoint



OneNote



SharePoint



Teams



Sway



Forms



Stream



Delve



Kaizala



Project



Yammer

If your child is accessing Office 365 applications using a phone or a tablet they will need to download and install Microsoft Teams and One Note as

well as any other Office 365 applications they wish to use. All of the Microsoft applications can be downloaded on all devices and installed for free. Again, your child uses their school system log-in (the same one they use to login to their emails and RM Unify) to access Office 365.

It is also possible to access Microsoft Teams from an X-Box or Playstation if your child is sharing a device at home or is struggling with accessibility. Instructions explaining how to access teams in this way can be found here:

<https://www.alechunter.org/index.php/additional-resources/accessing-teams-via-xbox-and-playstation>

### 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 have sent out parental surveys to audit digital and online access at home. Students we have identified as having either connection or device issues have been supported based on their individual need. This has included either lending laptops or ipads, providing data assistance, offering advice on how to access learning through the use of alternative devices such as X-Boxes or Playstations (see section above), or liaising with parents/carers to see if students would benefit from taking advantage of the in-school provision.

If you still feel that your child faces barriers to accessing our remote online education, then please contact your child's Head of Year in the first instance and we will see how we can further support you.

### How will my child be taught remotely?

Over the **course of all lessons during the week**, students will receive a mixture of independent tasks and live inputs from the teacher

- If a teacher delivers a live input as part of their lesson, they will aim to deliver a proportion of the lesson in-person before allowing some time for students to complete tasks independently. Usually, our staff will deliver live starters or plenaries, or use the live input to deliver difficult content and/or model new skills, however some teachers may choose to deliver longer live sessions depending on the nature of the task and the level of support required.
- Live lessons will be recorded so students experiencing difficulties with technology or connectivity, or are unable to participate in the live lesson for any reason, can access these recordings later in the day.
- Other methods of delivery (non-live) could include: narrated PowerPoints, third party prepared resources (e.g. Oak National Academy, Mathswatch, Tassomai, Sam Learning etc.), question sheets, reading material, voice recordings, interactive forms as well as many others not listed here.

- Teachers will be available online during the time of the lesson to answer any questions students might have if they are not delivering the lesson live.
- Students should open Microsoft Teams to find out how the lesson will be delivered:
  - If the lesson is to be delivered live: In their calendar on Teams, they will see the live inputs scheduled for the week ahead as meetings. This will allow them to follow their normal timings of the school day. They can also access these meetings in their class Team. A join button will appear in the post area just before the lesson is scheduled to start. When they join the meeting, they may wait in an online lobby until the teacher is ready to start the lesson. While they are waiting for the lesson to start, they should ensure they have their equipment ready to learn (e.g.: pen/pencils and paper/exercise book).
  - If the lesson is to be delivered in other ways: In the assignments area of Teams, they will see the assignments appear as per the school schedule. A copy of the assignment will also be posted into one of the channels inside their class team and can also be found by clicking on the backpack icon. Students should aim to hand in work by the end of the scheduled hour where possible to support the management of their time, however if this is not possible, they should aim to do so within 48 hours in order not to get too behind but at the latest, by their next timetabled lesson in that subject.

## 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?**

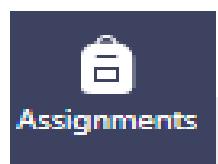
- In order for students to self-regulate and manage their workload during any remote education period, we strongly recommend that students are online during their timetabled lesson period. Assignments and live lessons will be scheduled at the same time that they would be delivered if students were attending the school building.
- We understand that this may be more challenging for students if there are limited devices in the household or additional demands on broadband. In this case, we would ask students to ensure they have watched the recordings of any live lessons so that they can benefit from their teacher's instructions and guidance. Please do get in contact with your child's Head of Year if there are continuing barriers to accessing the online learning for your child.
- We are flexible about where students should complete their remote learning. Where possible, they should try to complete work set in their exercise books, particularly if they are in Key Stage 4, however due to the short notice often given to school lockdowns, it is possible that students may have left their exercise books at school. If this is the case, students can complete their work on their own notebooks/paper or office 365 versions of word/excel or PowerPoint depending on

the requirements of the activity. If your child would like their exercise book or need new exercise books, please can you phone the school office to arrange collection of educational resources at a staggered and Covid-safe time.

- In order to help students to manage their time and chunk their learning, students should aim to upload all work completed during the lesson slot by the end of the lesson (this can be a photo or online document of what they have produced uploaded to Teams). If this is not possible, students should aim to upload all work within 48 hours of the lesson or by their next timetabled lesson for that subject. In rare circumstances, staff might set longer deadlines for extended pieces of work, when this occurs, the deadline will be indicated on the Teams Assignment.
- Students should message their class teacher in Teams if they have any queries or issues. Teachers will be available to answer questions during the timetabled lesson and will respond as soon as possible within the lesson period. However, if students send messages to their teachers outside of their lesson time, teachers will aim to get back to students within 2 working days.
- For maximum engagement during live inputs, we would ask students to:
  - Ensure their camera is turned off
  - Ensure their microphone is muted until asked by the teacher to turn on.
  - Come prepared to learn by having the equipment that they need to make notes or answer questions that the teacher may set them during the session.
  - Follow all instructions given by the teacher – to ensure the highest amount of engagement with the learning, the class teacher may request that students write in the chat or unmute themselves to answer questions. We encourage all students to participate as best they can within live lessons so that the teacher can check their understanding.
  - Uphold the highest standards of behaviour as expected of students in school. If a student misbehaves then the school will sanction the student in accordance with the whole school behaviour policy. We have a duty to protect our staff, and any live-streamed lessons and content produced by our staff is the school's intellectual property; anyone sharing it or copying images from it without permission will be sanctioned.

### How can I support my child at home?

We recognise how challenging it can be for parents to juggle remote learning alongside the other demands of life. We hope our approaches to remote teaching provide as much support as possible to the students to minimise the need for parental supervision. However, if you wish to monitor your child's engagement in their remote education, you can ask them to show you any outstanding assignments they have at the end of each day by clicking on the 'backpack' icon on Microsoft Teams. This takes you to the



assignment page where outstanding assignments are listed in chronological order. To view any past assignments, you can view them under the ‘returned’ tab.

We have provided two help guides that you can use to help support your child’s remote learning to run smoothly. These guides also direct you to our IT Support Team if you need further guidance. These help guides can be found here:

<https://www.alechunter.org/index.php/additional-resources/live-lessons-student-guide>

<https://www.alechunter.org/index.php/additional-resources/student-checklist-for-remote-learning>

### **Who should I contact if I need help?**

- Your child should message their class teacher if they need support with a particular subject.
- If you have any concerns about your child’s ability to access remote learning across all subjects, please contact your child’s Head of Year.
- If you have any concerns or questions about a particular subject, then please contact your child’s class teacher or the Head of Curriculum Area.
- If you have any concerns or questions about remote education provision in general, please contact Miss Woolnough (Assistant Headteacher).

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

Subject teachers regularly monitor student engagement and quality of work. If a teacher is concerned about a student’s engagement, they will contact the child in the first instance, either via the feedback section in Microsoft Teams or via their school email account, to see if they can resolve any issues or give any additional support. If a teacher continues to be concerned about a student’s lack of engagement, then they may also contact you directly by email/telephone.

In addition, we will be monitoring whether students are working to a daily routine as we strongly believe that the students who get into a quick routine and work to their school timetable manage better with the demands of remote education. Staff who normally teach students Period 1 will check in with their class and take a register. If a member of staff is concerned that a student is not attending their first lesson, we will keep a record and a member of non-teaching staff will contact home to check in and offer support.

If a pattern of non-engagement is identified across a range of subjects, then the Head of Year will contact you to look at more holistic approaches to help your child engage with the remote education. In addition, the SSLs (Student Support Leaders), your child’s tutor, Student Development Assistants (SDAs), the School Nurse, the Attendance Officer and/or members of the School Office, will make regular contact with your child and/or you

to check in and monitor your child's wellbeing and learning during the period of remote education.

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

Your child will be assessed in many ways during the period of remote education. Students will receive regular weekly feedback from their teachers, which could be written or non-written, either during live lessons or given in the assignments in Microsoft Teams. Submitted work may be acknowledged and given feedback using a rubric that evaluates the standard of the work and the effort the student has given to a task. This rubric awards students with a Gold, Silver, Bronze or Working towards Bronze standard for the work that they have completed.

Teachers will also use a range of other methods to provide feedback and monitor student learning during the period of remote education. For example: whole-class feedback, modelling, questioning, verbal feedback, quizzes marked automatically via digital platforms etc. Teachers also regularly check that work has been completed and will answer student questions and queries about work, giving feedback, writing emails and giving support as needed. Teachers can use the praise function on Teams to award students with positive and encouraging feedback where necessary and to award Student of the Live Lesson.

Students will be also be required to complete assessed work during their remote education which will necessitate more detailed feedback and may even award the student with a grade. This feedback may be written, recorded verbal notes attached to the work or given using an assessment rubric with additional teacher comments. Subject Teachers will provide detailed feedback to assess student progress in line with the frequency outlined in the table below:

### **Key Stage 3:**

<b>Subject</b>	<b>Frequency</b>
<b>English</b>	Every 3 weeks
<b>Maths</b>	Every 3 weeks
<b>Science</b>	Every 3-4 weeks
<b>History, Geography</b>	Every 4 weeks
<b>RPE</b>	Every 6 weeks
<b>Modern Languages</b>	Every 4 weeks

<b>Computer Science</b>	Every 6 weeks
<b>Technology, Art</b>	Every 4 weeks
<b>Music, Drama</b>	Every 6 weeks
<b>Learning for Life</b>	Every 6 weeks

## **Key Stage 4:**

<b>Subject</b>	<b>Frequency</b>
<b>English</b>	Every 2 Weeks
<b>Maths</b>	Every 3 Weeks
<b>Biology, Chemistry, Physics</b>	Every 3-4 Weeks
<b>History, Geography, RPE</b>	Every 3 Weeks
<b>Modern Languages</b>	Every 3 Weeks
<b>Computer Science</b>	Every 3 Weeks
<b>Technology, Art</b>	Every 4 Weeks
<b>GCSE PE, Music, Drama</b>	Every 4 Weeks
<b>Vocational Subjects</b>	Every 4 Weeks
<b>Learning for Life and Core RPE</b>	Every half term

## **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:

- In order to support our students with SEND to access their remote learning, our Student Development Assistants are part of each class team where they usually provide in-school SEND support. They will either log into the live lessons with the students or work with the teacher to differentiate tasks to meet the needs of the student. This means our students are supported, wherever possible, by their usual SDAs who know them well. The SDA will also make the student aware that they are in the lessons and will be available to answer any questions or offer further support.
- Our students with EHCPs are offered places at our on-site provision and will also be supported by an SDS on the whole school rota.
- Where SDAs were running interventions, these will still occur on a weekly basis via Microsoft Teams.
- In addition to this, the SENCo and Student Support Leaders (SSLs) will meet via Teams, to support the wellbeing of identified students.
- The SENCo, SDAs and Student Support Leaders (SSLs) meet regularly to identify any student who is not managing to engage in lessons or may be struggling in order to offer further support.
- Teachers and SDAs work together to ensure learning activities are personalised to meet the needs of all learners.

## Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their year 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 the majority of students are in school, a slightly different approach to that outlined above will be put in place for individual students who need to self-isolate:

In the event that your child has to self-isolate following advice from Public Health England, we would ask that you contact the school first and fill out a Covid 19 Absence Reporting Form which can be found here <https://www.alehunter.org/index.php>. We use this form to maintain comprehensive records as well as to support the existing processes we have put in place to be able to track the movements of students in the event that a member of our school community tests positive for Covid-19. In addition, we also have a

Covid-19 dedicated email address which is [covid19@alechunter.com](mailto:covid19@alechunter.com) that can be used for all queries and concerns relating to Covid-19, including for providing evidence of test results should we require it.

Once the School Office has confirmed that you are eligible to receive remote education they will inform teachers to begin preparing work for your child. On the first full day of self-isolation (following completion of the online form), your child should access the 'Day One Pack' relevant to their year group which can be found

<https://www.alechunter.org/index.php/additional-resources/day-packs-for-years-7-11>

The 'Day One Pack' includes work for English, Maths and Science and is updated half-termly. Your child should also use the first day to complete any outstanding homework assignments that they may have so that they do not get behind with in-school learning.

On all subsequent days, and from this point onwards until the isolation period is over, teachers will set work for students each day on Microsoft Teams. Students will receive 5 hours of learning each day and work for the day will be uploaded by 8.40am each morning. Teachers will generally upload tasks in 'assignments' or if a large proportion of students are self-isolating from a particular group, they may invite students to participate in the in-school lesson via live streaming. However please note that class teachers will choose whether live streaming is the most appropriate method of remote delivery depending on the content of the lesson and depending on the group (and whether other methods of instruction might be more effective).

In most instances, all students learning remotely via live-streaming or other methods will study exactly the same curriculum as the students in school. For some practical subjects, tasks and approaches may need to be adapted to support the delivery of the curriculum.