

Heath Hayes Academy



Remote Education Policy

September 2020

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1. Introduction

While staying at home due to coronavirus, parents and carers may be worried about their children's development and the effect of missing school. No one expects parents to act as teachers, or to provide the activities and feedback that a school would. Parents and carers should do their best to help children and support their learning while dealing with other demands.

Where a class, group or small number of pupils need to self-isolate, or there is a local/national lockdown requiring pupils to remain at home, we will offer immediate remote education. The online remote education will be available throughout the academic year, as an extension of your child's learning from within the classroom. This can be accessed at any time, and will be updated weekly. We will continue to improve the quality of our existing remote education offer and implement the policy as detailed here.

2. Curriculum

At Heath Hayes Academy we have developed the 'Hero's Curriculum' to best support the pupils within our local community. Whilst we endeavour to maintain the same high level of provision, we are aware that we cannot directly replicate with remote education. The clear focus of the curriculum is below, followed by how this will be delivered through remote education.

The Hero's Curriculum

Intent - The intention behind our curriculum is to grow life-long learners. With a carefully designed partnership between the learning of knowledge, and the opportunities to apply transferable skills. Our curriculum will fully equip learners for the future.

Implementation - Our curriculum is implemented through learning adventures. Adventures are used to continually embed and revisit knowledge and skills in varying contexts. Experiences are provided for learners to showcase their knowledge, skills and understanding at every opportunity.

Impact - Achievement within the Hero's Curriculum will highlight the impact of the partnership between knowledge building and application of transferable skills. Children are consistently supported and challenged to reach their full potential within learning adventures.

3. Remote Education Offer

We will:

- Provide a well-sequenced curriculum of learning to facilitate National Curriculum objectives that allows access to high-quality online and offline teaching resources (including teaching videos and online platform access).
- Provide a consistent approach to Microsoft Teams & Tapestry (Reception) in order to support pupil/parent interaction, assessment, feedback and live learning.
- Ensure staff are sufficiently trained in order to effectively support remote learning.
- Provide printed resources, or workbooks for those who have requested them.
- Provide exercise for all children to record their learning.
- Ensure that children in Reception have similar opportunities provided to them to continue to deliver a broad and ambitious curriculum. This will include supporting parents/carers through Tapestry to promote learning activities.
- Recognise that some pupils with SEND may not be able to access remote education without adult support, and will provide a personalised curriculum working with parents/carers to deliver this.
- Set activities sequenced within their adventure (Core & Foundation subjects) that are meaningful and ambitious, facilitating learners within basic, advancing and deep cognitive domains.
- Set activities sequenced within Maths that are meaningful and ambitious, facilitating learners within basic, advancing and deep cognitive domains.
- Teach and plan a highly-effective curriculum so that knowledge and skills are built incrementally
- Provide clarity with:
 - What is intended to be taught and practised within each session
 - Clear explanations of new content
- Deliver learning by a member of teaching staff or through well-chosen high-quality curriculum resources, weblinks and videos.
- Use monitoring, assessment and feedback to assess progress within the curriculum, using questions, quizzes, assessments and tasks.
- Set clear expectations for when to expect feedback and assessments from a member of teaching staff

- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, including regular contact with teaching staff.
- Enable teachers to personalise learning as appropriate. Modify questions, activities, assessments or revising material where necessary to secure understanding.
- Ensure learning provided is timely, suitable, and of adequate length and quantity to support pupils age, stage and development.

In order to provide remote education as detailed above, there are a number of digital learning platforms that we will utilise alongside printed learning and workbooks (at the request of our parents). If there is not an App available, please access through your preferred browser.

4. Digital Learning Platforms

Many of the digital learning platforms can be accessed via an App. These can be found on a smart device/ipad/iphone in your App or Play Store.

Microsoft Teams

Microsoft Teams is a form of communication developed by Microsoft Teams offers a workspace, chat, video conferencing and storage. Each child has their own personal log on to enable access to their relevant classroom and resources. More information is available here:

<https://support.microsoft.com/en-us/office/video-what-is-microsoft-teams-422bf3aa-9ae8-46f1-83a2-e65720e1a34d>

Oak National Academy

Oak National Academy is an online classroom made by teachers. There are nearly 10,000 lessons and resources stored that cover a wide range of subjects, from Early Years Foundation Stage to Year 6 and beyond. In the classrooms, each lesson is 1 hour long. They're delivered by a teacher, with a pre-recorded video as well as quizzes, worksheets and creative activities. It's all easy to use, there's no login or password, you can access the lessons on any device, and pupils only need materials they can find at home. FAQs for parents can be found here: <https://support.thenational.academy/en/collections/2342140-faqs-for-parents>

Education City <https://www.educationcity.com/>

Education City is an online learning platform that your child has their own personal log on to access. There are over 8,000 educational resources available. All of EducationCity's educational resources are correlated to curriculum objectives. More information can be found here: <https://www.educationcity.com/parents/>

Lexia <https://www.lexiacore5.com/>

Lexia Core5 reading provides online differentiated literacy instruction for pupils of all abilities. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge. As students work independently in the online activities of Lexia's instructional programs, real-time performance data is collected through Lexia's patented embedded assessment tool, Assessment Without Testing®. Please note that this is only available to identified children.

Times Tables Rock Stars <https://trockstars.com/>

In either paper form or online, Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so. This format has very successfully boosted times tables recall speed for hundreds of thousands of pupils over the last 8 years in over 14,000 schools - both primary and secondary - worldwide.

The BBC

Bitesize Daily has been developed by the BBC to provide new lessons every weekday for pupils in year 1 to year 10. Created in collaboration with teachers and educational experts, its videos and interactive activities cover core subjects and other topics on the school curriculum. Content is available for free on television, online and through BBC iPlayer.

<https://www.bbc.co.uk/bitesize/dailylessons>

Tapestry (Reception)

Tapestry is an online learning journal that is used in Reception. Teachers and parents can easily record and view learning outcomes that have been taught and measure the depth of understanding individuals and groups of children have reached.

5. Remote Education Plan

What you can expect from Heath Hayes Academy:

- Access to Microsoft Teams for your child/children (logins and passwords)
- A Microsoft Teams 'how to'
- A lined 'adventure' exercise book to document learning (in the event of lockdown or self/family isolation)
- A squared Maths exercise book to document learning (in the event of lockdown or self/family isolation)
- Contact from a member of the Senior Leadership Team if necessary

What you can expect from Teaching and Learning Staff (from Rec to Year 6):

- A weekly timetable to show planned learning
- Within each session:
 - The subject
 - National Curriculum objective
 - Teaching and learning resources including videos that can be used
- Opportunities for weekly class Teams meetings (in the event of a national lockdown)
- Regular contact with the class teacher remotely (in the event of a national lockdown)
- Live lessons (where possible)
- Personalised learning for any children who are supported through an EHCP or those with a highly personalised curriculum
- Regular assessment and feedback on completed learning

What we expect from our pupils:

- To access remote education as regularly as possible and to work as hard as they can
- Follow the Acceptable User Policy for ICT
- Record responses within exercise books, or uploaded to Teams (notify teaching staff for assessment and feedback)
- Work independently where possible
- Contact their teaching and learning staff via Microsoft Teams for support and guidance

What we expect from parents/carers:

- Encouragement to learn
- Monitoring of digital learning and online platforms to ensure appropriate
- Support and guidance for your if needed

6. Children with Special Educational Needs and Disabilities (SEND)

Effective communication channels are important to support pupils with special educational needs and disabilities (SEND). Many educational platforms that are commonly used include a wide range of free accessibility features. For example, voice-to-text and text-to-speech conversion, or different viewing formats to support pupils with dyslexia and other special educational needs. We acknowledge that not all children will be able to access remote education in the same way.

Oak National Academy provides specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. For children who receive a highly personalised curriculum or are supported through an Education, Health and Care Plan (EHCP), we will endeavour to continue this level of provision throughout the period of lockdown or isolation. At times, and in relation to individual targets, this may not be possible. We will map the provision as close to what the child normally receives in order to provide consistency and support accessibility. Further support can be found here:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/site.page?id=OkBI3Lx7hTQ>

7. Online Safety

We advise the following steps are taken by both children and adults to ensure acceptable use of ICT (as detailed in the school diary).

- Understanding that ICT systems are used in a responsible way, to ensure that there is no risk to their safety or to the safety and security of the ICT systems and other users.
- Usernames and passwords are not to be shared with others online, or outside of the family.

- Not to disclose or share personal information about themselves or others when on-line.
- Not arrange to meet people offline.
- To immediately report/tell an adult if any unpleasant/inappropriate materials/messages or anything that makes them feel uncomfortable when online.
- Platforms are for educational use and should not be used for personal or recreational use unless permission is granted by a responsible parent/carer.
- All users must be polite and responsible when communicating with others: not using strong, aggressive or inappropriate language and appreciating that others may have different opinions.
- Not to take or distribute images of/to anyone.
- To understand that they are responsible for their actions, both in and out of school.

More information about staying safe can be found here:

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely#heading-top>

Parents can also use these resources to keep children safe online:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online service