

Remote Education Provision

This document is designed to share relevant information with pupils, parents and carers regarding Remote Education at The Halifax Academy. This is to help understand what to expect during periods of school closure or pupil isolation related to coronavirus (COVID-19).

Further information can be found on the dedicated page of the school's website:

[COVID-19 Information – The Halifax Academy](#)



The Halifax Academy

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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

Regardless of whether your child has been sent home for a period of self-isolation or the school has been closed as part of a wider lockdown, the remote curriculum and the tools used by pupils to access Remote Learning remain the same.

What should my child expect from remote education?

We have planned for a seamless transition between learning in school and remotely from home. Our objective has been to minimise the disruption to learning by using a common set of tools and maintaining a consistent curriculum where ever possible.

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 wherever possible and appropriate.
- However, we have needed to make some adaptations in some subjects. For example, subjects that have a significant practical element (such as the Sciences) we have had to model experiments or use pre-recorded video rather than the pupils completing the practical work themselves.
- In addition, there are subjects that require specialist materials that might not be available at home (such as Art and Design). The curriculum will be adapted where needed to use alternatives that can be sourced at home. Specific Art materials will be posted home as required.

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 not working towards formal qualifications this year (Key Stage 3)	5 hours
Secondary school-aged pupils working towards formal qualifications this year (Key Stage 4)	5 hours, with an additional expectation built-in around independent learning and revision.

- In a secondary context, we ask pupils to follow their standard two-week timetable. This supports the transition between in school and Remote Learning, but we also feel that it supports pupil wellbeing during school closure to keep to a fixed routine.
- Teachers will be setting work and hosting live lessons in accordance with these timings. Although we will not be setting 'home work' during a period of Remote Learning, there is an expectation on pupils that they will work independently through tasks set during their timetabled hours for that subject.

Accessing remote education

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

Remote Learning at The Halifax Academy (across both Primary and Secondary phases) is delivered via the Microsoft 365 suite, and especially Microsoft Teams.

When in school, the Microsoft Office suite is used for teacher and pupils to exchange resources and information, this means Outlook, Teams, SharePoint and (for some scenarios) OneNote. Homework is set on Teams as Assignments, and pupils are often asked to hand in work via Teams.

When learning remotely, in addition to the above, core lessons will be delivered via the Teams platform. This could be in the form of pre-recorded lesson content or a Live Lesson that pupils are required to join.

Further specifics on how to access our range of online tools can be found in the following document (also available on our dedicated COVID-19 information page):

Microsoft 365 at THA

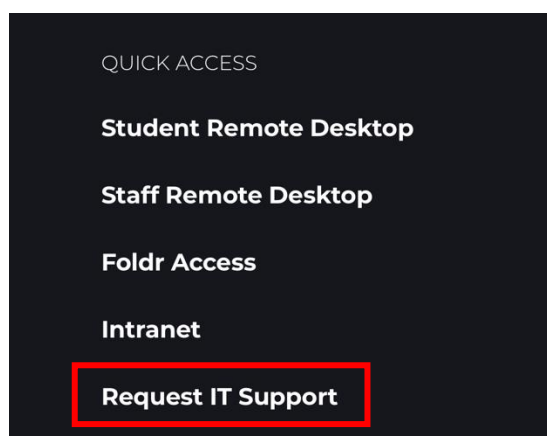
If my child does not have digital or online access at home, how will you support them to access remote education?

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:

- Since the first national lockdown, the school has implemented an active programme of providing laptops to those pupils who do not have sufficient access to remote learning from home.
- We have used the priority staircase provided in government guidance to assess need:
 - **Priority 1** – No device, no access to remote learning
 - **Priority 2** – Access to remote learning via a mobile phone only
 - **Priority 3** – Access on one device shared amongst siblings.
- The programme continues to supply a mixture of government issued and school devices on a temporary loan basis.
- In addition, we have issued wifi dongles/routers for those pupils who do not have access to a regular and stable internet connection. We also have arrangements in place to support those pupils with limited data via a range of pre-paid SIM cards.
- If there is a specific reason why a pupil cannot be provided with a device to enable connectivity, then the school is printing and distributing work in booklet form and making special arrangements for work to be returned / collected for review and feedback by teachers.

If you are struggling to provide the access required to support your child's learning, then please contact the school via email at: office@thehalifaxacademy.org or on the telephone on 01422 301080 (Secondary Phase) 01422 430480 (Primary Phase).

If you have a specific IT issue and require support then this can be logged on the school website (www.thehalifaxacademy.org) by clicking the 'Lock' symbol on the top right of the screen and selecting 'Request IT Support'



How will my child be taught remotely?

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

- **Each week teachers will signpost the learning required for that week on Teams and any resources will be uploaded for pupils to access prior to their lessons.**
- **Live teaching (online lessons)** via scheduled Teams meetings. In a Secondary context, pupils can expect to attend at least one live lesson per subject over their two-week timetable.
- **Recorded teaching** – there is a mixture of pre-recorded content being used to support Remote Learning. This includes videos recorded and hosted on Microsoft Stream by a class teacher. In some faculties, there are core video resources that are shared across a group of teachers and in some situations we have used resources provided by 3rd parties (e.g. Oak Academy, BBC Education)
- **Printed paper packs** produced by teachers (e.g. workbooks, worksheets) – in some instances these are being produced and sent home to support pupils learning remotely. This includes textbooks and reading books pupils have at home. We have also made available a library of eBooks for pupils.
- The school already employs a range of **commercially available websites and applications** to support the teaching of specific subjects or areas. These include, but are not limited to: Educake, Hegarty Maths, Language Nut, Bedrock Learning, Accelerated Reader. These tools continue to be used to set, mark and provide feedback to pupils in a Remote Learning context.

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?

- Our expectations of pupils is that they log into Teams every day and engage with their Remote Learning.
- Our recommendation is for pupils to follow their school timetable and any support that parents or carers can provide to enable that routine would be beneficial.
- In terms of parental support, teachers will be available via Teams to deal with any pupil queries related to the work during their timetabled hours. In addition, the Chat function in Teams can be used for specific queries.
- However, taking an interest in your child's learning, asking questions about what they have been set and making sure that all Assignments are handed in on time would all support the efforts of their teachers.

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

- Form tutors and class teachers are monitoring engagement with Remote Learning on a daily basis. This is being tracked in terms of attendance on Live Lessons and return of Assignments.
- Students will be awarded achievement points for engagement, where pupils do not attend live lessons or fail to engage with assignments behaviour points will be awarded.
- In the first instance, when we have a concern it will be flagged to Progress Leaders and Year Managers. These teams will then make an outbound call to understand the specific circumstances / challenges to engagement. This might include illness, lack of access to technology, personal circumstances.
- The Progress Leader / Year Manager will agree a remedial plan and set of next steps that are appropriate to the individual circumstances of the pupil.

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:

- The main methods for providing feedback to pupils on their work will be driven around our core platforms: Teams and Tapestry.
- This will include a range of:
 - Written comments on Assignments.
 - Personalised audio comments on a piece of work.
 - Video whole class feedback.
 - Quiz marks
 - Praise and recognition
- For those pupils working on paper booklets and resources, written comments and marking will be provided. This is by exception.

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:

- Many of our most vulnerable pupils and specifically those pupils with SEND will be supported in school alongside our Key Worker provision.
- For those pupils with SEND who are Remote Learning, we will employ a range of strategies to ensure they are supported. This may include provision of specialist equipment / devices, an extra layer of support via 1:1 video calls between pupils and key workers, and written materials / booklets delivered home.

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 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?

Generally, self-isolating pupils will access their Remote Learning in exactly the same way that is set out in the rest of this document. There may be minor differences in how the learning is delivered. For example, when there are only a small number of pupils self-isolating from a class then it is unlikely that Live Lessons will be offered as the class teacher will be teaching the majority of the class in school live. There might be specific scenarios where we can use an alternative teacher / teaching support to provide a live lesson for a small group of pupils self-isolating. In general, a combination of written and pre-recorded video materials will be used to support individual pupils self-isolating.