

REMOTE LEARNING

This page is for information and is updated if new information becomes available.

This information is intended to provide clarity and transparency to students and parents/carers about what to expect from remote learning if local restrictions require entire cohorts (or bubbles) to remain at home. This guide will also future-proof against school closures that could happen at any time due to circumstances such as epidemic, extreme weather, power-loss etc. It also covers the ongoing education of students who cannot be in school when the school remains fully open but can continue with their education. Our approach is informed by research from the Education Endowment Foundation (EEF).

PENDLE VALE REMOTE LEARNING POLICY

In the event of a full or partial closure, Pendle Vale College is committed to providing continuity of education to its students and will do so through a process of remote (online) learning.

Please click here <https://www.pendlevalcollelanes.sch.uk/ict-guides/> for full guidance regarding Microsoft Teams. This guide explains how students can access Microsoft Teams and their remote learning assignments and is designed to support both students and parents/carers. MS Teams will enable us to streamline all aspects of school provision through one, central online platform ensuring that expectations are clear for students, staff and families.

Curriculum and content

On the first two days of closure, common work will be set of the core subjects for all students. This will be emailed directly to all students and will be posted on the college website. This will direct students to pre-published, online resources. Students will also be directed to read and to undertake independent study for at least one of their other subjects.

During these first two days, staff will be preparing and adapting resources ready for delivery of 'live' lessons to commence.

Following the initial two days, students will be taught broadly the same curriculum as they would if they were in school. Certain subjects that require a more practical approach will not cover the broad range of the subject's curriculum but will cover the aspects that are possible given the circumstances. Lessons will be planned and well-sequenced 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. These will be supported by high quality resources. This will be delivered by their class teachers and in line with their normal timetable. This will provide the majority of students with 5 hours education on each day.

Resources

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

- 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
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Furthermore, resources can also be printed at school if a student is unable to access the online activities.

Expectations - Students

We need and expect support and engagement from families and students to ensure that no child is left behind. As an organisation we are very clear that education is a 3-way partnership between student, school and family. Students are expected to register at **08.30** each morning and attend all lessons. Students are expected to live up to our three values: Ambition – that they try their very best; Determination – that they never give up; Respect – that they demonstrate self respect, respect for their peers and respect for adults and teachers. In doing this, students will naturally adhere to our Behaviour for Learning Policy.

Expectations - families

Families will need to regularly check on their child to make sure they are able to access the work and, if they are struggling, support where possible. Routines are key to success and families should support their child in keeping to a routine, just as they would at school. Maintaining a routine will support with the mental and physical health of children and will also mean they maintain good habits for learning and are ready for the return to school. Families should encourage their child by creating the conditions for them to be successful: high expectations; knowing what work has been assigned; creating space and providing necessary resources; directing students to their teachers and other sources of help; keeping them on track. Families are also expected to ensure their child sticks to a healthy routine away from school including a good diet, good sleep habits and time away from screens. While their child is working families should ensure there are no distractions such as television or mobile phones.

If your child is having difficulty with the work set, you must contact the college and we will endeavour to provide additional support where possible.

Engagement and virtual attendance

We will maintain weekly checks of the engagement from individual students. If we have concerns over the completion rates of individuals, we will contact parents and work collaboratively to address any issues. Again, if you feel your child is not completing sufficient work, please contact us to seek advice. It is important that you keep up to date with any communication and ensure your child is completing the work as expected.

If a student does not register in the morning, you will be contacted by a member of our attendance and admin team. If a child does not engage during a lesson, you will receive a notification via My Child at School making you aware of this. A member of staff will contact you to discuss your child's engagement should this become a persistent issue.

Feedback

Feedback can take many forms and may not always mean extensive written comments for individual children. Students will submit work electronically using a variety of different systems, dependent on the subject. This will allow for staff to check for any gaps or misconceptions and consequently provide feedback. Providing timely and helpful feedback is a cornerstone of good teaching and learning and, whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work they are required to submit. Under normal circumstances, teachers do not formally assess every piece of work and this would continue to be the case during remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as work completed in school. Teachers are encouraged to ensure that, when they set assessed work, it is designed in such a way that meaningful feedback may be provided. Possible methods may include:

- providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- using the “Comments” function on online documents
- sending individual students specific feedback / targets
- feedback via another website / piece of software

The timeframe for feedback will vary by subject but will follow the expectations set during normal teaching periods.

SEN

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 families to support those pupils through the provision of places in school as well as ensuring:

- teachers set work that is accessible for all students
- direct support with their TA or named keyworker
- profiles for SEND students are followed in the same way as if the students were in school
- the SENDCo maintains contact with students requiring regular support by email or phone with parents/students and feeds back to teachers
- differentiation of planned resources to enable access and meet need while working remotely.

Laptops

We recognise that some pupils may not have suitable online access at home. Where this is an issue, we have endeavoured to provide government funded laptops, issued guidance for how to access remote learning via different devices and provided paper copies of work that are dropped off and collected from students' homes by colleagues if necessary.

Students Self Isolating

Students who are required to self-isolate will access the school curriculum via Microsoft Teams. Self – isolating students will have access to the resources for their classes on the day of absence, teachers will upload these to MS Teams. Where appropriate, students may be invited to join the lesson via a video call, or chat to enable direct access to resource including the member of staff.

Safeguarding

Students will be taught about e-safety and appropriate use of IT and the internet both through the normal curriculum and via updates at the start of any closure. Links for parents to support with this are available via our website <https://www.pendlevalle.lancs.sch.uk/parent-life/e-safety/>. All staff have received training on safeguarding expectations.

We would like to thank parents and carers for the tremendous support and understanding you have shown us, and the way in which you have embraced this new way of working.