



LITTLE HEATH SCHOOL

Remote Learning Plan

Remote education provision: information for parents and students

The information contained within this document is intended to provide clarity and transparency to parents (and students) about what to expect from remote education if local or national restrictions require entire cohorts (or bubbles) to remain at home or in the event of a national lockdown, the school to be closed to the majority of pupils as instructed by the government. The final section of this document outlines provision for when an individual pupil has to self-isolate.

The remote curriculum: what is taught to pupils at home

When a bubble or whole school has to self-isolate, a student'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 to ensure our blended learning enables us to deliver the National Curriculum most effectively. If an individual student has to self-isolate, parents should inform the school as soon as possible. The final section of this document outlines our remote learning provision for individual students who have to self-isolate.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the event of a bubble/year group closure, students will follow their usual timetable and be set work to complete on *show my homework* for the first 48 hours following the closure. Work on *show my homework* may include links to work on Oak National Academy; BBC Bitesize; other easily accessible web resources and task-based activities set by teachers. Where students are unable to access work on *show my homework*, students should contact their tutor to discuss alternative arrangements.

In the event of a national lockdown, Little Heath School will move from the usual two-week timetable to a one-week remote learning timetable to provide simplicity and help with organisation at home. During the first 48 hours of the remote learning timetable, students will be set work to complete on *show my homework*. Work on *show my homework* may include links to work on Oak National Academy; BBC Bitesize; other easily accessible web resources and task-based activities set by teachers. Where students are unable to access work on *show my homework*, students should contact their tutor to discuss alternative arrangements.

Families should communicate any questions and concerns to their child's key stage team while staff have time to adapt and prepare resources for online teaching.

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?

When an individual student, bubble/year group or the majority of the school are having to remain at home (for self-isolation or a national lockdown) we aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have made some adaptations in our practical subjects, for example technology, art, drama, music and PE.

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 on *show my homework*) will take students broadly the following number of hours each day:

Little Heath School Provision	
Key Stage 3 (Students not working towards formal qualifications)	5 hours per day which can be accessed via Teams and/or <i>show my homework</i>
Key Stage 4 (Students working towards GCSE qualifications)	A minimum of 5 hours per day which can be accessed via Teams and/or <i>show my homework</i>
Key Stage 5 (Students working towards A-level and other Level 3 qualifications)	A minimum of 5 hours per day (not including further independent study) which can be accessed via Teams and/or <i>show my homework</i>

We recognise students and families need to balance the need to complete schoolwork and maintain a healthy mind and wellbeing. All students are encouraged to go outside and engage in some form of physical exercise daily. We encourage students to take note of the time recommendations that are set on tasks on *show my homework* which aim to support organisation and wellbeing.

Accessing remote education

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

	Show My Homework	Microsoft Teams
Daily timetabled lessons and additional tasks	Teachers upload work and instructions to <i>show my homework</i> each morning, in line with the remote learning timetable . Students should expect between 3-4 scheduled lessons each day, as well as additional tasks to complete in the afternoon. The daily scheduled lessons consist of a blend of pre-recorded and/or live teaching or specific tasks. Additional tasks include DEAR time and may include a variety of quizzes, written tasks, preparatory reading, research, etc.	All live lessons and live Q&A sessions will be scheduled through TEAMS. Students belong to a TEAM for each of their timetabled subjects, their tutor group and their year group. Students have received information and training to enable them to access TEAMS. Teachers and in-class support staff have access to the chat stream; they are able to respond to students' questions via this system. Students should use their usual school login details to access TEAMS via https://teams.microsoft.com . Our 'student toolkit' to support with using TEAMS is available on our website .
Tutor time	Students should attend a number of AM and/or PM registration slots as organised by their tutor. Live tutor times are accessed through TEAMS.	
Assembly	Students have access to a live or pre-recorded assembly each week, in line with the schedule we follow in school. Live assemblies are scheduled through TEAMS and pre-recorded material is uploaded to <i>show my homework</i> .	
DEAR time	To continue our DEAR time routine in school, students in Years 7-8 are expected to read for 30 minutes every day. Students can use the book finder tool on the BookTrust website for reading recommendations. Year 9 students have 1 hour scheduled per week for DEAR.	

Other resources:	As well as the above provision, students may be directed to complete tasks using other web-based resources, including: <ul style="list-style-type: none"> - Dr Frost - Mymaths - Seneca - Oak National Academy - PiXL apps - Kerboodle - Etc.
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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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

- We surveyed students in the autumn term to ascertain access to laptops and other devices. This information has been shared with staff.
- We have shared instructions about how to access TEAMS on an XBOX and Playstation.
- We distributed laptops in the summer term for students who were eligible.
- We have provided alternative resources depending on pupil need.
- We have submitted requests to mobile network providers to extend some families' mobile data.
- In response to the DFE's expansion to its laptop scheme, we have invited families to submit a request so they can loan a device.
- We continue to loan devices to students who are eligible in Years 7-13.
- We continue to distribute sim cards with additional data to our families who do not have a fixed broadband connection.
- Families who are struggling to access online materials should contact their child's Head of Year immediately to discuss alternative arrangements.
- Students are able to collect exercise books and other materials on a regular basis to facilitate learning at home.
- Students who do not have access to a fixed broadband connection or a digital device at home can request a place in our key worker provision, which they can reasonably expect to be allocated depending on overall student numbers and staffing capacity, which can vary.

How will my child be taught remotely?

In the event of a bubble/year group closure or a national lockdown, Little Heath School uses a blended approach to teaching pupils remotely. Our blended approach includes a range of the following:

- Live lessons through TEAMS;
- Pre-recorded videos by class teachers (following a talk-pause-do structure);
- Live drop-in sessions with class teachers where students can ask questions and receive feedback on their work;
- Nationally produced recorded lessons, including Oak Academy resources;
- Quizzes for students to complete after lessons to assess their understanding;
- Web-based resources including: Seneca, PiXL apps, Dr Frost, My Maths and kerboodle, TEDtalks;

- Commercially available websites supporting the teaching of specific subjects of areas, including video clips or sequences, eg. BBC Bitesize.
- Written tasks, preparatory reading, research tasks. paper based tasks;
- Where appropriate and possible, teachers set tasks using online textbooks;
- Where appropriate for KS4&5, teachers set tasks using textbooks students would have already purchased in school.

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?

During a period of remote learning, all students are expected to engage with the learning opportunities provided for them. We recognise each family's home circumstances are different and not all students will be able to engage with every aspect of remote learning at the time scheduled on the remote learning timetable (or normal school timetable if a bubble/year group closure). We have taken the steps below to facilitate high levels of student engagement:

- In the event of a full school closure, students follow a weekly remote learning timetable;
- Lessons across key stages are staggered so siblings can share devices;
- When lessons are not live, students can access pre-recordings and tasks at a time during the day that is convenient for their family;
- Tutor slots are scheduled throughout the week so students can engage with their tutors; messages can be given; students can share concerns and tutors can check-in with their tutees.
- Where possible, live lessons will be recorded so students can access them at a different time during the day that is convenient for their family.
- A range of guides to support families when accessing remote learning can be found on our [website](#).

Parents and carers are expected to support students' access to remote learning and ensure their work is completed, in line with the suggested time limits on *show my homework*.

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

- Teachers monitor students' attendance to live lessons and engagement with their learning within the live lessons.
- We recognise not all students are able to join live lessons at the time they are held. Teachers monitor students' engagement through submission of work on TEAMS, *show my homework*, web-based platforms and via email.
- We have a centralised tracking system to monitor students' engagement.
- Students and (if appropriate) parents or carers will be contacted by their tutors, Head of Year, or a member of their key stage team to discuss how the student is engaging with their remote learning. Contact may be via TEAMS, email or phone.
- If our monitoring identifies that students are not engaging in remote learning, their form tutor will make contact to discuss any difficulties and agree a way forward.
- Letters will be sent to parents and carers if students continue not to engage with the remote learning and a member of the senior leadership team will contact the family if non-engagement persists.

- If teachers have concerns about the **quality** of engagement, they will initially attempt to contact students. If unsuccessful, teachers will contact parents to agree a way forward.

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 will vary depending on subject but students will receive regular feedback featuring a range of the following:

- Instant oral feedback on students' work during live lessons and live drop-in sessions;
- Comments and/or marks through the feedback system in TEAMS or *show my homework* on work submitted as assignments;
- Where appropriate (at key stage 5 and for some subjects with a coursework component), teaching staff may provide feedback during 1-1 sessions on TEAMS.
- Instant feedback from quizzes/mini tests that students will complete at the end of lessons or a series of lessons;
- Pre-recorded whole class feedback videos;
- Students will be encouraged to self-mark work during live lessons and discuss their answers;
- Staff will also monitor students' work on digital platforms such as Dr Frost and My Maths.

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 this section, please set out briefly:

- A place at key worker provision can be requested for any pupil with an Education Health Care Plan.
- Key worker provision may be available for pupil's with a specific learning need.
- Support staff will be made available to support pupils with their learning while in school and may also be able to support remotely.
- A differentiated plan can be made for pupils who will need such a provision during any period of self isolation/school closure.
- Materials can be made available in school should parents need these to support learning at home.
- Pupils with SEND may be signposted to learning resources specific to their learning need.
- Outside agencies may be able to further support families during school closure.
- We will continue to use our best endeavours to support SEND pupils and their families.

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?

Remote education during period of self-isolation will look slightly different for students as teachers will be in class.

In the event of an individual student having to self-isolate, students will be expected to work from home and follow their usual school timetable. All schoolwork will be set in the morning via *show my homework*, and will reflect the learning in class. It will follow a blended approach, including a range of the following:

- Tasks and assignments;
- Links to other web-based resources including Oak National Academy, Dr Frost, My Maths, Seneca, etc. all of which reflect the learning in school;
- Where possible, there will be opportunities to join the lesson via TEAMS and engage with the lesson from home as the teacher teaches the class in front of them;

In the event of a year group having to isolate, students will be expected to work from home and follow their usual school timetable. All school-work will be set in the morning via *show my homework*, reflecting the learning in class. It will follow a blended approach, including a range of the following:

- Tasks and assignments;
- Links to pre-recorded lessons;
- Links to other web-based resources including Oak National Academy, Dr Frost, My Maths, Seneca, etc. all of which reflect the learning in school;
- Where possible, there will be opportunities to join the lesson via TEAMS and engage with the lesson from home as the teacher teaches the class in front of them;
- Where possible there will be scheduled opportunities for drop-in sessions so students can ask questions and receive feedback on their work.

All communication about subjects and well-being will be organised through tutors. Tutors will maintain contact with their tutees during tutor time and individually through TEAMS, by email or phone.

Email addresses for department staff and support staff are listed on our website, some useful addresses are on the following page.

Useful contacts:

Mrs J Vallard Office Manager office@littleheath.org.uk

Key Stage 3 Team

Ms K Button Deputy Head mbutton@littleheath.org.uk

Mrs R Rayner Assistant Head rrayner@littleheath.org.uk

Mrs R Jessop Head of Year 7 rjessop@littleheath.org.uk

Mr C Davies Head of Year 8 cdavies@littleheath.org.uk

Mrs M Baker KS3 Secretary mbaker@littleheath.org.uk

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Inclusion

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