DUDLEY ACADEMIES TRUST

REMOTE EDUCATION PROVISIONS
INFORMATION FOR PARENTS AND CARERS

Date updated: 09/02/21
Lead: Rebecca Meacham, Compliance & Safeguarding Officer
(rebecca.meacham@dudleycol.ac.uk)

This information is intended to provide clarity and transparency to learners and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

The remote curriculum: what is taught to learners at home

Our curriculum is broad, balanced and relevant to the needs of all our learners. It offers a range of personalised progression pathways and enables our learners to make rapid progress in both core and foundation subjects, whilst giving the opportunity to experience a wealth of other enrichment and extra-curricular opportunities. Our curriculum model recently changed. Learners now benefit from a two year GCSE programme and a broad and rich experience in Years 7 to 9 which provides an excellent foundation for them. We have a strong emphasis on English and Mathematics skills as the basis for academic success, and we have introduced exciting new ways of teaching these critical subjects.

The below tables represent the hours of learning for each subject whilst lessons are delivered remotely.

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

In the event that we move to remote learning, all lessons will move to virtual lessons using Microsoft Teams. The Trust distance learning approach is balanced to include a range of diverse methods for teaching. This includes delivering 'live experiences', access to pre-recorded lessons and other content as per our online learning platforms such as Hegarty Mathematics, Century Tech and Bedrock Learning to name a few.

The school day may vary slightly, but both parents/carers and learners will be informed at the earliest opportunity.

Parents/carers of vulnerable children and those of key workers will be contacted.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in academy?

Learners will follow their usual timetable accessing lessons through Microsoft Teams. We will offer the same curriculum remotely as we do in the academy wherever possible and appropriate. We may need to make some adaptations in some subjects. For example, ICT if software needed is unavailable to learners at home.

Remote teaching and study time each day

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

The lessons are structured to follow best practice and allow time for independent work (offline). We expect that remote education (including remote teaching and independent work) will take learners broadly the following number of hours each day:

Secondary academy-aged learners not working towards formal qualifications this year (Years 7-9)	4 hours per day there are minimum expectations
Secondary academy-aged learners working towards formal qualifications this year (Years 10-11)	5 hours per day (plus period 6 on allocated days)

Accessing remote education

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

Learners will access to and are familiar with Microsoft Teams. All learners have access to Office 365 which includes free access to the full suite of Microsoft applications, including Word, PowerPoint, Excel, Outlook and Teams.

These can be accessed via any device including:

- PC
- laptop
- tablet
- mobile phone
- some games consoles.

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

At present, we are not aware of any learners who are unable to access online remote education. We have provided devices for those who need it; however, we recognise that some learners may not have suitable online access at home. We take the following approaches to support those learners to access remote education:

- Issue laptops to those without devices
- Issue routers or dongles for access to the internet
- Print and post resources to learners who may require it
- We have a dedicated IT support team who can offer technical support to parents/carers if needed.

If you do not have access to online learning or you experience difficulties, please contact the academy via email. Some broadband providers are offering free data upgrades to families who have children requiring access to remote learning.

If learners have trouble accessing or submitting work remotely, we will support them so they can feel confident to do so.

For any additional information or support please contact the relevant academy via email as noted below:

- Beacon Hill Academy, helpline@beaconhillacademy.org.uk
- Pegasus Academy, office@pegasusacademy.org.uk
- St James Academy, safeguarding-help@stjamesacademy.org.uk
- The Link Academy, info@thelinkacademy.org.uk

How will my child be taught remotely?

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

- Learners will follow their usual timetable.
- Lessons will be delivered by teachers with all materials and resources shared.
- Learners will submit their work, when requested by their teacher, via Teams Assignments. The teacher will instruct when this is necessary. Learners will be provided feedback on the work they have submitted via Teams Assignments. The work is returned and learners can improve their work based on the feedback given.
- Where possible, live teaching (online lessons) will follow a similar pattern to usual classroom lessons.

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?

We expect that learners attend their full timetable remotely. This does not necessarily mean a full day of screen time. It is helpful to make sure your child has a clear routine, following their usual timetable. Please support your child in finding a quiet place to work and support us in ensuring they follow the guidance for Microsoft Teams lessons.

Where possible, all lessons will offer live teaching with opportunities for learners to engage in the lesson as they would usually in a classroom setting. Teachers may request that learners work independently on tasks as part of the lesson and teachers will always be on hand to help or support in any way throughout the lesson.

We expect that parents/carers encourage their child to engage in remote learning and ensure their child has the necessary equipment and materials needed to do so. We also expect parents to support the academy in our expectations of behaviour whilst their child works online.

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

Teachers will take a register at the start of the day and each live lesson throughout to monitor attendance for online lessons. If your child is unwell or unable to attend the online lessons, please report the absence to the academy as normal.

- Teachers will engage learners throughout the lesson to ensure they are participating.

- The academy will monitor all learners daily Office usage.
- Teachers set assignments and can see who has handed in work and who has not.
- The academy will communicate with parents/carers if learners are not engaging with their remote learning.

If there are concerns with attendance the academy will contact you in the first instance. For individual subject concerns, the class teacher or Head of Department will contact you. You may be contacted in one of the following ways:

- Email, letter or phone call from the Head of Department
- Email, letter or phone call from Behaviour Manager
- Email, letter or phone call from a member of the Senior Leadership Team.

The Education Welfare Officer will follow up any persistent absentees.

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 learner work is as follows:

- Individual written feedback will be provided on work submitted by learners through Assignments on Teams
- Teachers may also use a combination of whole-class feedback and quizzes marked automatically.
- Teachers use questioning in the lesson to ascertain what learners know and where the gaps in learning are.
- More formal assessments may take place remotely if necessary.

Additional support for learners 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 learners, for example some learners 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/carers to support those learners in the following ways:

- The SEND team are in contact regularly with SEND learners and their parents/carers.
- We will evaluate each learners needs on an individual basis and will put in place strategies to support remote learning.
- Teachers will provide written instructions as well as verbal and are there throughout the lesson to support where needed.

Remote education for self-isolating learners

Where individual learners need to self-isolate but the majority of their peer group remains in academy, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching learners both at home and in school.

Acceptable Use of Microsoft Teams

What am I agreeing to when I join a Microsoft Teams meeting?

1. I will treat myself and others with respect at all times; when I am using Microsoft Teams. I will treat everyone as if I were talking to them face to face.
2. I will check with my family that I am in a safe and quiet place for the live lesson.
3. I will tell a trusted adult if I have a problem or am worried about something relating to Microsoft Teams and live lessons, and I will encourage my friends to do so too.
4. I will ensure that my use of Microsoft Teams for live lessons, in school or outside, will not cause my academy, the staff, learners or others distress or bring the academy into disrepute.
5. I understand that my live lessons will be recorded and that more than one teacher may be in each live lesson to support our safeguarding of learners.
6. I will not attempt to record any Microsoft Teams lessons I, or someone I know, is part of.
7. I understand that bullying online or using technology is just as unacceptable as any other type of bullying, and will not use technology to bully, impersonate, harass, threaten, make fun of or upset anyone, at school or outside. I will stand up for my friends and not be a bystander.
8. The messages I send will always be polite and sensible. I understand that all messages I send reflect on me and the academy.
9. If I see, watch, read, hear or receive anything I am unhappy with or I receive a message that makes me feel uncomfortable, I will not respond to it but I will talk to a trusted adult.
10. I know who my trusted adults are at the academy and how to contact them.

Learner Guide for Microsoft Teams Lessons		
Preparation	**Responsibility**	**Safety**
1. Find somewhere quiet where you won't be distracted and get the meeting link for your lesson 2. Do not base yourself in your bedroom; dress appropriately 3. Wear earphones if you have them	1. Treat the Microsoft Teams lesson like a normal class lesson. Be on time. 2. Your teacher will need your full name to admit you to the class. Make sure your display name is set and you do not change it.	1. We record the lesson for safeguarding reasons. Learners must not record the lesson themselves 2. Only connect to a meeting that you are invited to 3. If you want to disable the video,

4. Turn all other devices to silent and close down any other apps or programmes

5. Check you can be seen clearly if using the camera

6. Turn your camera on for the register at the start of the lesson

7. Mute your microphone upon entry

3. Participate. If you want to say something, put up your hand to signal the teacher

4. Complete any work set by the teacher during and after the lesson

5. Only use the chat function if directed by your teacher (**Note:** remember recorded)

you can. There is an icon of a video camera to click 'off'

4. Make sure your background is as plain and empty as possible.

5. If you feel unsafe at any time, you can leave and tell an adult.