The Hundred of Hoo Academy

Remote Education Provision

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Date	**Item**	**Details of Change**

Remote Education Provision

This document was constructed using a template provided by the Department for Education. It serves to give guidance to parents on what to expect in the event that The Hundred of Hoo Academy, for whatever reason, must resort to providing education online (remote education).

Remote education provision: information for parents

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education where:

- Severe weather causes the academy site to be unable to open.

- National or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual students are self-isolating, please see page 4.

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

In the event that the academy is unable to open, students will follow their usual timetable through the relevant Google Classrooms.

If the academy has to close mid-day to send students home, then further instructions for that particular day will be given at the time.

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?

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:

PE	Practical PE lessons are not possible. Where appropriate, students will be encouraged to take screen breaks during these lessons and engage in sensible and appropriate forms of physical activity.
Food	Practical Food Prep lessons will not be possible. The teacher will advise alternatives to ensure that the students are able to access the curriculum as best as possible.
Technology	Practical aspects of Design Technology will not be possible. The teacher will advise alternatives to ensure that the students are able to access the curriculum as best as possible.
Subjects using specialist software (e.g. Graphics Design and iMedia)	In instances where subjects make use of specialist software only available in school, the teacher will determine appropriate alternatives to try and minimise disruption to learning. This may include using alternative forms of software, or by rearranging the curriculum to cover this when the academy is able to reopen.
Subjects undertaking controlled assessment	In instances where controlled assessment (NEA) is being undertaken, subjects may need to make some variations to the plans as it may not be possible for students to continue with the work.

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 students broadly the following number of hours each day:

Key Stage 3 (years 7, 8 and 9)	Students will follow their full timetable - attending lessons through the relevant Google Classroom.
Key Stage 4 (years 9 and 10)	Students will follow their full timetable - attending lessons through the relevant Google Classroom.
Key Stage 5 (years 12 and 13)	Students will follow their full timetable - attending lessons through the relevant Google Classroom.

Accessing remote education

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

Students will access remote education using their academy Google account. They can use this to access the Google Classrooms for their subjects.

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

The academy runs a chromebook loan scheme to which most students are enrolled. We appreciate that some students may have individual issues (e.g. device is in for repair), and these can be resolved by contacting the academy office.

In the event that there are any other issues with your child accessing remote education (e.g. you have internet connectivity issues) you will need to contact your child's college where alternative arrangements can be made.

How will my child be taught remotely?

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

- Live lessons (approximately 20 minutes of each period will be run this way) through a Google Meet associated with the subject's Google Classroom.
- Teachers may provide other videos to watch (e.g. tutorials or pre-recorded presentations).
- Independent work and activities to complete (set through Google Classroom), which will also have instructions in terms of deadlines and how to submit the work for teachers to review.

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?

All students are expected to engage with the academy's remote education. We kindly ask that parents/carers actively support this by ensuring that your child is logged in and partaking in the set learning during the academy day.

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

Students will be asked to submit work through Google Classrooms. Teachers will provide specific information on the deadlines and provide instructions and support to students. Pastoral teams will work with teachers to communicate with parents/carers where it is found that students are not engaging with remote education.

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. As far as is possible, teachers will continue to deliver the planned curriculum in line with the academy's teaching and learning policy.

Additional support for students 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 students, for example some students 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 students. The SEND department, along with form tutors and other college pastoral leaders, will work to establish ways in which these students can be effectively supported.

Remote education for self-isolating students

Where individual students 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 students 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?

Wherever possible, the academy will seek to ensure that self-isolating students receive a near-identical education to students who are in school. This does however present practical challenges. Likely adaptations will be:

- Provision of live lessons may be limited in some cases, and students provided with the lesson slides instead.
- Alternative learning resources and work may need to be set for students at home, in the event that practical lessons are being undertaken in school.
- Students isolating at home may need to wait slightly longer for teaching staff to respond to queries, as they may be otherwise occupied with students physically in the classroom.

Safeguarding and Absence Procedures

The purpose of this policy is to outline procedures and expectations for staff in the event of whole, or part school closure. For example, in the event of lockdowns or school closures in extreme weather.

IN THE EVENT OF UNPLANNED ABSENCE:

If a student is unwell, and will not be participating in remote education due to illness, parents/carers should contact the school absence email. Contact information can be found on this **webpage.**

Important safeguarding and security points:
- Students must not use their cameras or microphones in live lessons unless expressly required (e.g.for speaking activities during languages).
- Staff should avoid using their own cameras unless absolutely necessary. In the event staff do use their own camera, it should be only the staff member in view using either a plain wall, or a stock image/blurred background.
- Staff should ensure they do not have any confidential tabs open (e.g. registers or student data) when screen sharing. It is strongly advisable to close any programs and tabs before you start a session.
- Do not accept any requests for access in a google meet/classroom from any email outside of our organisation (even if you recognise the name). Students and staff must use their school accounts in line with the Acceptable Use of Technology Policy.
- Do not have 1-1 hangouts with a student.
- If a live lesson is attended by only 1 student, the teacher should discontinue the session and instead monitor work remotely

Behaviour and Student Conduct

During periods of remote education, students are expected to conduct themselves with the same standards that they would if they were in school. This has been outlined in full in the Acceptable Use of Technology Policy which is found on the school website.

To encourage positive behaviour and remind students of expectations, the following slide is to be displayed at the start of each live lesson: