



# Stone Lodge Academy

Remote (Home) Learning Offer

January 2021

Read in conjunction with:

- SENDAT Remote Learning Policy
- Welfare and Discipline policy
- Child protection policy (Including Online Safety)
- Equality and Diversity Policy
- Data protection policy
- Acceptable use policy
- Subject Policies
- Home-school agreement
- Working from Home policy

## 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 national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual children are self-isolating, please see the final section of this page.

### The remote curriculum: what is taught to students at home

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.

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

- Welfare communication from class tutor
- Learning packs
- Online curriculum links to support learning

#### **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 may need to make some adaptations in some subjects. For example, practical subjects where the facilities and resources to deliver the curriculum may not be available in the home setting, or when a member of the teaching staff is absent.

## 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:

<b>Key Stage 1</b> (Year 1 – 2) SLA - Wrens	Younger children work best in short focused bursts eg 10-15 minutes  Staff will support families with a range of visual and practical activities. Offering advice and feedback about progress and next steps.
<b>Key Stage 2</b> (Year 3 – 6) SLA – Penguins, Doves, Kingfishers	Primary children will be offered three hours of planned lessons daily.
<b>Key Stage 3 and 4</b> <b>SLA Key Stage 3 (Y7 -9)</b> Cheetah, Lynx, Panther, Jaguar, Puma Dingo, Hyena, Wolf <b>SLA Key Stage 4 (Y10 -11)</b> Anaconda, Cobra, Boa, Python, Viper	High School children will be offered three hours of planned lessons daily.

## Accessing remote education

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

Digital platforms that SLA are using, either for delivery or for assessment.

- Teams
- Purple Mash
- Clicker 8
- Dojo

### 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 children to access remote education:

- SENDAT will loan laptops. Families to inform class tutor or contact school office to request a device. (Dependent on Government allocation and delivery to schools)
- SENDAT will loan devices that enable an internet connection (for example, routers or dongles). Families to inform class tutor or contact school office to request a device. (Dependent on Government allocation and delivery to schools)
- SLA will deliver hard copies of learning and resources to families' weekly
- SLA will collect completed learning weekly for teacher marking and assessment
- Teaching staff may also assess progress online during virtual lessons
- Teaching staff may inform of progress and next steps through weekly welfare communications

## How will my child be taught remotely?

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

- 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
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Project or internet research activities

## 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?**

- **Students** – Be punctual, Be ready for learning, Be respectful,
- **Family** – Be supportive but allow your child to complete learning activities as independently as possible, Reinforce learning objectives, Be encouraging, Praise efforts

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

- Registration of all students accessing virtual lessons
- Monitoring and tracking all students accessing and using Purple Mash
- Monitoring and tracking completed learning from work packs
- Concerns addressed during weekly welfare calls
- Student may be requested to access school placement if learning progress is impacted by remote offer

## **How will you assess my child's work and progress?**

Assessment 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 assessment on student work is as follows:

- Teaching staff may assess progress and advise next steps online during virtual lessons
- Teaching staff may assess progress and advise next steps online through Purple Mash, Clicker 8, Dojo
- Teaching staff may inform of progress and next steps through weekly welfare communications
- Teaching staff may inform of progress and next steps through individually marked work returned in work packs

## **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 children, especially 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 pupils in the following ways:

- Weekly welfare communications with class tutor
- Additional welfare communication support from DSL or Pupil Welfare Officer (Some children)
- Face to face weekly visits from SLA staff delivering/collecting work packs
- Face to Face visits from SLA Intervention Team (Some children)
- School provision placement (Children of critical workers or vulnerability within the home setting)

## Remote education for self-isolating pupils

Where individual children 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?**

- Students will be invited to access lessons through TEAMS
- Weekly welfare communications with class tutor
- Face to face weekly visits from SLA staff delivering/collecting work packs

## SLA Contact Information:

### **Issues with IT:**

[Victoria.hartley@stonelodge.sendat.academy](mailto:Victoria.hartley@stonelodge.sendat.academy)

[Emma.vincent@stonelodge.sendat.academy](mailto:Emma.vincent@stonelodge.sendat.academy)

### **Concerns with child's learning:**

Primary – [katy.gordon@stonelodge.sendat.academy](mailto:katy.gordon@stonelodge.sendat.academy)

KS3 – [alan.kemp@stonelodge.sendat.academy](mailto:alan.kemp@stonelodge.sendat.academy)

KS4 – [tom.garrard@stonelodge.sendat.academy](mailto:tom.garrard@stonelodge.sendat.academy)

### **Student welfare:**

Student welfare officer - [Gilly.arbon@stonelodge.sendat.academy](mailto:Gilly.arbon@stonelodge.sendat.academy)

Class Tutor

### **Behaviour Management:**

Assistant Head Teacher KS3 - [Alan.kemp@stonelodge.sendat.academy](mailto:Alan.kemp@stonelodge.sendat.academy)

Intervention Lead Behaviour - [Tracy.westbrook@stonelodge.sendat.academy](mailto:Tracy.westbrook@stonelodge.sendat.academy)

**Concerns about data protection:**

HR - [joy.kent@sendat.academy](mailto:joy.kent@sendat.academy)

**Safeguarding:**

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