



Star

Remote education provision

Information for parents and carers

Pupils may need to learn remotely if they are sent home from school to self-isolate, or if there is a full lockdown.

The following information is a brief summary of how your child will learn at home. More detail is included in the school's Remote Learning Policy.

General Principles of Remote Learning

Every effort will be made to ensure that curriculum quality, breadth and balance are not sacrificed where pupils are required to learn remotely. The school's schemes of work will continue to be delivered.

The principles and qualities underpinning effective teaching and learning are fundamentally the same, irrespective of whether learning takes place remotely or in the classroom. The Star Teaching Framework defines these characteristics and is applicable in simultaneous, flex and fully online models.

Teachers who are self-isolating (but well) will teach via MS Teams to pupils in school or at home.

In the situation where some pupils are learning at home but the rest of the class is in school, simultaneous learning will enable the delivery of the same lesson, irrespective of where pupils are physically based.

In the event of full lockdown, all pupils will access live learning via MS Teams.

The remote curriculum: what is taught to pupils at home

When pupils are sent home to self-isolate, they will be provided with details of how to access their lessons online. They will also be provided with any materials that they need in addition to those that they will access through MS Teams.

All pupils will have a personal reading book to continue reading at home.

The expectation is that pupils will access remote lessons as soon as their period of self-isolation begins.

Remote teaching and study time each day

Remote learning will follow the normal school timetable. Pupils need learning routines and consistent expectations when working at home. Every effort will be made to ensure equality of curriculum provision and continuity between pupils learning at school and those learning at home.

We expect that pupils will spend the same amount of time working on a remote education day as they would in school. This is because they will be following the usual school timetable for their lessons and completing independent learning / homework that arises from them.

Accessing remote education

Remote lessons will be delivered using Microsoft Teams (MS Teams). Your son has been taught how to access the site and how to login for lessons.

We will continue to use learning platforms including Hegarty Maths, Bedrock, Century AI and in the very near future LBQ for Maths, to support pupils' independent learning. Pupils have been shown how to access these sites. Materials from Oak National Academy may be used on occasion to support pupils' learning.

We are very grateful to parents for providing devices on which their children can access lessons and resources. We recognise that some pupils may not have suitable online access at home.

Please inform the school office info@tibhs.staracademies.org if your child does not have a laptop/tablet on which to work, or if you do not have internet access at home. We will do our best to support you.

If pupils do not have online access, they will be provided with hard copy work packs. All lessons will be recorded for catch-up once pupils return to school.

Our preferred medium of uploading work is via OneNote. Where pupils cannot submit work online, they will be asked to keep all their work in their exercise books / workbooks and arrangements will be made for this to be delivered to their teachers. There will be occasions where your son will have to take a snapshot picture of the work they have completed using Office Lens and upload in their own page within their class set in the subject.

Remote teaching

Online learning will be complemented with academic resources to support pupils' acquisition of knowledge and consolidation of skills.

All classes in all subjects will have a dedicated MS Teams site.

Remote teaching will be delivered through live lessons in the vast majority of cases. This will involve simultaneous direct teaching by subject teachers (who could be teaching from the physical classroom or from home if self-isolating) to their pupils (who could be learning in the physical classroom or at home).

Direct input from the teacher may be supplemented with some recorded material (such as video lessons from Oak National Academy, or videos recorded by class teachers which may be the most appropriate way of teaching particular aspects of work, such as practical demonstrations in science).

Pupils will need to spend some parts of lessons writing in their workbooks or completing activities that involve physical resources. These will be provided by the school. Some activities will involve pupils completing work on their devices and saving or uploading it.

Some subjects, such as PE, do not lend themselves to online learning in the same way as others. Teachers will take into account the difficulties pupils may have in completing physical activity in a confined space and provide alternative suitable learning for pupils who are learning online. However, teachers will upload videos during that lesson and ask the pupils to undertake those exercises online with cameras switched on.

Where pupils are expected to use textbooks, the relevant material from them will be made available online.

In some cases, pupils will have textbooks or paper-based resources issued by school to support their learning and they should use these as directed by their teachers.

There will be opportunities for pause points need to be built into a pupil's remote learning day, just as they are during a day in school.

Individual reading is an essential component of all pupils' learning. All pupils will be provided with age-appropriate reading books, including those from the Star Readers series, to read at home. Pupils will maintain records of their own individual reading.

Engagement and feedback

Staff will maintain contact with all pupils who are self-isolating to check on their learning and wellbeing. As a minimum this contact will be made at least once per week by the head of year, a teacher or a teaching assistant. A triage system will be used to identify pupils who may need more regular checks to be made. The school will maintain a schedule identifying which pupils are to be contacted, by whom and when.

We have the same high expectations of pupils' behaviour when they are learning remotely as we do when they are learning in school. The STAR values should be consistently maintained. All pupils have been taught the protocols for working online and staying safe. Codes of conduct for remote learning have previously been shared with to pupils, parents and staff. The school will alert you in the event of poor behaviour or non-attendance.

We value your support for your child's wellbeing and learning. Please continue to ensure that they follow good routines, including getting enough sleep and time away from screens.

We will keep a careful check on your child's remote learning. We will inform you by text / phone call) if your child misses and lessons that they are expected to attend. We will phone

your child at least once per week during their time learning remotely to check on their progress and wellbeing. We will inform you if we have concerns about your child's work.

Online Code of Conduct

Pupils are expected to uphold the following principles.

I will:

- ✓ Arrive on time to all my online lessons, following the schedule and log-in details provided by school
- ✓ ensure that I have all my equipment ready before the lesson starts.
- ✓ keep my camera / web cam turned off at all times during lessons unless my teacher asks me to turn it on.
- ✓ under no circumstances record the lesson, or share any images from the lesson on any platform.
- ✓ keep my microphone muted unless the teacher asks me to speak, and mute myself when I have finished.
- ✓ only use the 'chat' function if directed to by a teacher / staff member, and only for the purpose they specify.
- ✓ ensure that I use appropriate, respectful language when communicating verbally or digitally.
- ✓ stay focused on my lesson and ready to contribute my thinking at any point.
- ✓ use the 'raise my hand' function in order to ask or answer a question.
- ✓ gain permission from the teacher if I need to leave the lesson for any reason.
- ✓ behave in sensible, kind and courteous way throughout the lesson.
- ✓ follow instructions promptly.
- ✓ complete tasks to the best of my ability.
- ✓ be a positive role model as a member of my school and the Star family.

Parents are expected to uphold the following principles.

As a parent/carer I will:

- ✓ ensure, as far as possible, that my child can access their online lessons in a quiet environment.
- ✓ support my child's personal organisation so that they attend lessons punctually, in accordance with their timetable.
- ✓ encourage my child to participate fully in online lessons and to complete independent work set by the teachers.
- ✓ ensure that no element of an online lesson is recorded by my child, myself or family members.
- ✓ avoid making any comments, or sharing any material, on social media that could identify my child, their school or staff.
- ✓ ensure that my child takes care of any equipment that they have been loaned by the school and uses it only for the intended purposes.

- ✓ report any concerns that I have about my child's learning with appropriate staff at the school.

Assessment and feedback

Your child will work in a variety of ways when they are learning remotely. Primarily, they will submit assessments by OneNote and these will be reviewed by their teacher. Sometimes they will complete work on paper / in exercise books that will be submitted to school in hard copy form.

Feedback can take many forms. Sometimes your child will receive written individual feedback. Some feedback will be given on a whole-class basis and sometimes your child may complete quizzes that are marked automatically via digital platforms.

Pupils will be provided with live feedback as they type on OneNote and teachers will be able to use the piece in order to model for other pupils and pick up on common misconceptions.

Scheduled subject assessments may take place online. At TIBHS we may consider using programs such as Turnitin to identify plagiarism and help foster academic integrity. The same conditions and time constraints for completing assessments should be applied, wherever pupils' learning takes place.

Additional support for pupils with particular needs

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:

- Provision on individual/ small group support during MS Teams lessons with LSA support
- Provision of differentiated work matched to individual targets in their class MS Team channel and OneNote area
- Use of Immersive Reader.