



Sheringham High School Remote Learning Principles - February 2021

At SHS we have always taken great pride in the quality of teaching our students receive. The evidence of our students' successful exam results over the past ten years or more as well as the courses and destinations they go on to are testament to the fact that this quality teaching leads to quality learning and students who are well-versed in the content of the subjects they study. It also ensures they are equipped with the learning skills that enable them to become successful learners for life.

No-one would have wished for the situation in which we currently find ourselves and a lot of adaptation has been necessary on the part of teachers, students and parents / carers as we have had to move to learning remotely. Like most schools, SHS has honed and developed its remote learning offer as we have learned what works best for our students and parents/ carers. Indeed, we are always developing our offer.

Our remote learning offer is based on providing quality tasks and regular, high quality feedback informed by a thorough knowledge and understanding of our students. Student engagement is tracked and this information is used to report to parents. Our student management team under the direction of Mrs Melhuish, Deputy Headteacher (Student management, Support and Guidance) also use the tracking data to identify any young person who is struggling to manage their remote learning for whatever reason. One of the team contacts the young person and offers guided and targeted well-being support.

The remote learning offer is overseen by the Leadership Team of the school, and is co-ordinated by Mrs Hollidge, Deputy Headteacher (Student Progress).

We have attempted to answer the most commonly-asked questions below:

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

A student's first day 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. We will endeavour to provide work in line with the principles below as quickly as possible and by the second day of full or partial closure

Will the curriculum be the same as that taught in school?

We teach the same meaningful, ambitious curriculum remotely as we do in school wherever possible and appropriate. However, there may be some adaptations in some subjects. For example, Science, PE and Design and Technology subjects, where specialist equipment would be needed or it would not be safe for students to complete tasks independently. In these cases, theory work or a safe alternative will be set instead.

Where do students find their work?

All remote lessons are communicated to students using the *Show My Homework* platform. Students are familiar with the platform, having used it to organise their homework whilst at school. All staff have been trained in the use of this platform. Work set may require students to use a range of resources and other online platforms but the consistent start point for students to find the instructions each day is *Show My Homework*. Some lessons will be taught 'Live' using Microsoft Teams. Where a 'live' lesson is scheduled, this will still be signposted with basic details on *Show my Homework*.

What happens if students can't access the technology?

The school has a stock of laptops and tablets which are available for loan to students and we may also be able to help where there is currently limited or no access to internet at home. Where students are unable to work online, paper copies of work can be arranged and work on paper can be submitted for marking. Please contact the school office if you need support with technology or require work on paper.

How much work is set and when is it set?

Students in Years 7 to 11 receive 5 hours' worth of remote lessons per school day; one hour for each lesson they would normally have. These are organised to follow the students' usual timetable so that students know which subjects they will be studying each day. Sixth Form students receive a similar offer. Each remote lesson has a deadline of the same day for completion. This avoids students delaying tasks and building up a backlog of work. The only exceptions to this are where practical tasks are set, which may require specific equipment or increased adult supervision. In these cases, a longer deadline may be set. Feedback from students and parents during the first national 'lockdown' showed that extended 'project' type tasks were difficult to manage so we no longer set this type of work. Teachers aim for work to be set for all lessons by 9am but this may not be possible where teachers are supervising students in school as well as teaching remotely. Lessons will always be uploaded by the time the student would normally have the lesson on their timetable. Students should work on each lesson for the allotted one hour and then submit the work completed in that time, whether the task is finished or not.

Is the work easy to find?

Show My Homework has recently enabled a function where 'classwork' tasks appear in red. This function enables students and parents to clearly identify their 5 'red' lessons for the day. If a teacher sets an additional 'homework' task after a lesson, this will have a longer deadline and will appear in green on the student's 'calendar' so that it can be clearly distinguished from the classwork. We aim to keep additional homework to a minimum for Years 7 and 8.

What does a remote lesson look like?

We aim for lessons to include a variety of tasks and encourage students to use a variety of learning techniques; reading, listening, watching, planning, drawing, writing, researching, talking etc. Most lessons will contain an element of video instruction. This may take the form of an explanatory video from a site such as Oak Academy, BBC Bitesize, GCSEPod or Mathswatch. Each lesson will also include time for students to complete tasks and assignments independently.

Is there an opportunity to interact with the teacher?

We are constantly developing and improving our offer as quickly as staff training, resources, research and well-being permit. Staff have been equipped with the resources and necessary training to enable them to produce pre-recorded video using PowerPoint software for students. These videos feature their own teacher's voice explaining on-screen resources and providing instructions and personal encouragement.

We have also been training staff and investing in additional hardware to further develop the use of Microsoft Teams software as part of our remote offer. This software enables teachers to deliver 'live' lessons and small group tutorials as well as providing a platform to set up a 'virtual classroom'. We aim to provide one 'live' lesson per week for each subject for Years 9-13 and one per fortnight for years 7 and 8. Lessons will include 'live' teacher instruction and time for students to complete tasks independently. Teachers will only participate in 'live' sessions when there are a minimum of 3 students online. Full details of safeguarding arrangements and user agreements have been sent to students and parents/carers.

Students can contact teachers via email during scheduled lesson times. If teachers are teaching 'live', students can use the 'chat' function of Teams to ask questions or can virtually 'raise their hand' to request

support. Please note that teachers often receive multiple requests and are sometimes in school on rota supporting key worker and vulnerable learners there, so responses may not be instant. Teachers will do their best to respond as quickly as possible. Please avoid contacting teachers after 5:30pm on weekdays and at weekends if you can.

How do students submit work?

For each lesson set on *Show My Homework*, students will be given instructions on how to submit the work to the teacher. This may be online via *Show My Homework* or another digital platform such as Teams, GCSEPod or Mathswatch, or may be via email direct to the teacher. It is important that students submit their work as directed. Please note that *Show my Homework* may show work as 'Not submitted' if it has not been submitted using the *Show My Homework* software. Please do not worry about this as teachers are keeping records of work submitted by other methods.

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 are expected to complete each lesson set each day to the best of their ability. Students should not spend more than the allotted time on each lesson. Parents and carers can support students by helping to establish clear working routines at home and encouraging students to stick to the timetable of a normal school day.

How do students know if they are making progress?

A variety of methods are used to provide feedback to students; some work, such as that set using Mathswatch or GCSEPod, may be automatically marked, with students receiving instant feedback on their progress. Teachers provide answers for some tasks so that students can self-mark their work and, for other tasks, students receive individual feedback. Whole-group feedback is also used, where teachers feed back to the whole class, summarising strengths and areas for development which students can then use to analyse and improve their own work. The work of individual students is not referred to in feedback of this kind. Students will receive meaningful feedback for each subject weekly (fortnightly for subjects with few lessons). Don't forget that, in order to receive full and effective feedback, student work should be submitted on time if you can as teachers will be marking and feeding back to all their teaching groups.

How does the school track student engagement with remote learning?

Teachers keep records of whether students in their classes have submitted the work set and record details of the quality of the work submitted. They then regularly upload this information to a centralised tracking document which provides an overview for each student of the quantity and quality of work submitted across all of their subjects. This data is regularly reviewed by Heads of Department and by the Leadership Team and used to identify areas of high and low engagement, enabling us to further develop the offer by focussing on successful areas. It is also used to identify students who may be struggling to engage and this prompts action by the student management team, who will attempt to contact parents / carers by telephone or email to offer support.

Will parents/carers receive feedback on students' progress?

We aim to send home a report at least each half term, which summarises the data held on our tracker for each student. This will give parents/carers an indication of the amount of work completed and the quality

of that work, for each subject a student studies.

What should students and parents/carers do if experiencing problems relating to the remote learning?

For technical or general enquiries, please contact the school office and your enquiry will be passed to the most appropriate member of staff. For queries about a particular subject, please email the teacher directly. If you have any concerns regarding the remote learning policy, please contact Mrs Hollidge in the first instance (dhollidge@sheringhamhigh.co.uk).

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 find it more challenging to access remote education without additional support from others at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those students as best we can on an individual basis. We know that one size doesn't fit all, so we will be keen to plan together with you to overcome any barriers to accessing our remote offer.

In the first instance you should contact Mrs Tuck (Assistant SENCo) on ktuck@sheringhamhigh.co.uk with details on any specific problems so we can get back to you accordingly. We have a number of resources we can issue to support you at home and signpost you to some useful online resources too.

For easy to use dyslexia friendly reading support online we suggest www.naturalreaders.com as a free and simple user friendly tool.

Many of our students who prefer to verbalise their responses as opposed to writing them down also find the dictate function on Microsoft word via the office 365 platform helpful too.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Where a student is self-isolating at home during a time when the rest of their yeargroup is in school, teachers will share lesson resources via email and/or Microsoft Teams for each timetabled lesson where practical. Where this is not possible, alternative work will be provided which will be aligned with the scheme of work being taught in school but may not be identical. Students self-isolating should still complete homework set on *Show my Homework* if they are well, and submit to their teacher online. Teachers will provide feedback in line with the usual remote learning principles. Please note that arrangements may be different for the first day of absence, as teachers will need time to prepare and send work.

If I am worried that my child's well – being is suffering, what should I do?

Teachers do not want to put any undue pressure on students but the very nature of this situation is unusual and is stressful in itself. In the first instance, it is always helpful if parents/ carers can look at their child's workload and help them to manage their time by setting out clear routines. Students must have proper rest breaks and time to themselves and with their families if they are to work effectively. If parents feel that their children are working far too long and remain overloaded, they should always contact the

school and ask to speak with a member of the student management team. We all want the same for our students and that is for them to be happy and successful learners. Mrs Melhuish regularly publishes links to well-being services on the website but may also be contacted at jmelhuish@sheringhamhigh.co.uk.

What should I do if I am at all worried about anything to do with my child's online activity of a safeguarding nature?

We know that all of us are spending more time online than normal and this can increase our vulnerability to online abuse. Therefore, it is crucial that as adults we discuss these potential problems with our young people to ensure they stay safe online.

It would be helpful to have an initial conversation with your child at the beginning of each day during the lockdown period to establish which online sites and Apps they will be accessing for their learning. If you feel concerned that any one of these may be inappropriate, please contact the subject teacher concerned. He / she will be able to advise accordingly. However, it is also helpful to monitor online activity which isn't linked to their learning, as this is usually when young people encounter difficulties. These can range from very innocent and accidental searches to issues of a more serious nature. We would urge you to check that privacy settings on your child's devices are secure and known to you in order that you can monitor their activity.

If you discover something which you believe has placed your child at an increased risk of harm, please do not hesitate to contact one of the safeguarding leads at your child's high school who will advise you what to do next.

One of the most useful sources of information and help is the NSPCC website, which is of course recognised nationally as an organisation that works tirelessly to protect children and young people from harm. The information is clearly set out and accessible to both young people and adults. Please copy and paste the address below into your browser.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety>