



## **Southend High School for Boys** **Remote Learning Policy**

### **Rationale**

The remote learning delivery at SHSB is evidence-informed and inclusive of the needs and contexts of all our pupils. Remote learning on a national scale is fairly new, so there is little definitive evidence that one method is better than another. The latest research summary from the [Education Endowment Foundation published on 7<sup>th</sup> January](#), points out that the method of delivery is much less important than the quality of the resources and lesson design. In addition, [Ofsted](#) have published guidance indicating what is working well in remote education. We have used these resources to support us in the development of our on-line provision.

Remote education is not the same as digital education. Whilst it might be easy to assume live-streamed lessons encourage full engagement, the research does not support this view. Our key focus is to ensure the delivery of high-quality teaching, using the most effective tools at our disposal. This will not be the same in all subjects nor with each year group. The research shows that different approaches to remote education suit different types of content and pupils.

Whilst our teachers are making good and growing use of digital technologies, we know that there is an inequality of access for some of our most vulnerable students. As such, we feel it is important that our provision reflect a blended learning approach, with activities that use digital and non-digital tools. This approach is endorsed through the research, which suggests that sometimes it may actually be more effective to deliver remote education through worksheets or a textbook.

### **SHSB remote learning protocols – what can students expect?**

Our teachers will prepare, provide and review high-quality lessons designed to promote effective engagement to secure progression in knowledge, skills and understanding, within the subject area, for the timetabled 2½ hour session.

An opportunity will be provided for every student to catch up with their teacher during the course of a lesson. This may be together at the start of the scheduled lesson to explain the topic and task; during the lesson to assist with progress; or towards the end, as a plenary.

Students can expect to see a range of activities on offer, including some time away from their screen.

The tasks that are provided should be sufficient to ensure all pupils are productively engaged for the full time allowed – this requires (a) consistent provision of extension options; and (b) careful oversight to ensure that tasks are being completed with sufficient care and depth.

Students will receive feedback for key pieces of completed work submitted.

## **Examples of remote teaching approaches used by teachers at our school:**

- live teaching (online teaching segments)
- live 'catch ups'
- recorded teaching
- workbooks and worksheets and other activities such as online quizzes set on Show My Homework
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities linked to exam specifications

## **Pupil conduct and expectations**

Students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.

If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area.

If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's Head of Year.

The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. science or art).

Students will be provided with calendar details of any proposed 'live' sessions, and will be expected to participate in them if they are able to. Live sessions can be particularly helpful as they can facilitate contemporaneous communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality in MS Teams.

In addition, the school has created a code of conduct for pupils taking part in live lessons:

- try to be on time for any live lesson content and let your teachers know in advance if you are unable to attend or will be late for any reason
- ensure you are dressed appropriately
- refrain from any form of screen capture or recording any part of the session without the express permission of the teacher. The sessions will be recorded for you and available to view again at a later stage.
- attend all live lessons from a suitable and appropriate location, such as a quiet family room
- help to establish and maintain a positive and supportive online learning environment
- treat all other students and teachers and their opinions with respect, sensitivity and politeness
- be responsive and participate to the best of your ability
- complete all tasks and assignments on your own, unless it is a collaborative group task
- stick to topics related to the lesson
- be supportive and constructive when offering feedback to other students
- share any concern that they have about another student with their teacher and let their teacher know immediately if they feel unsafe in a live lesson
- share any concerns that you have about your teacher by following the relevant SHSB safeguarding procedures
- understand that teachers will share any concerns that have about their students' welfare or safety, following the SHSB safeguarding procedures.

## **Digital Platform**

Our digital learning platform is Show My Homework. It is the place where information about all scheduled lessons can be found. Staff set tasks to become 'live' on the timetabled day. They are not accessible before this time, to prevent a build-up of tasks that can quickly become overwhelming for the students. In addition, any live streaming for live lessons is conducted on Microsoft Teams.

## **Assessment**

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.

Students will receive feedback for key pieces of work submitted. In addition, teachers may set more formal types of assessment such as tests and timed essays. These will be signalled in advance to ensure that access to technology can be planned.

## **Additional support for pupils with particular needs**

Our SENDCo oversees the provision of remote learning for our students with specific needs. Teachers are fully aware of all pupils who have SEND, difficulties they may have and strategies for support.

All pupils on the SEND register have an assigned 'Link LSA' who checks in regularly via phone-call and e-mail, with the pupil and their parents. Where necessary, reasonable adjustments are made to tasks considering, principally, the following areas of support and adjustment:

1. *Content – The information and ideas students grapple with to achieve their goals*  
e.g. pre-teaching strategies to inform pupils of the content in advance of a lesson; information 'chunked' into smaller pieces.
2. *Process – How students take in and make sense of the content*  
e.g. Encouraging pupils to explain what they have to do to check understanding; use of writing frames to scaffold essay writing; ensuring pupils are aware of 'live teaching' sessions.
3. *Product – How students show what they know, understand and can do*  
e.g. Alternative ways to demonstrate understanding - diagrams, mind maps, voice recording etc; ensuring all ICT requirements are in place.
4. *Environment – Ensuring a positive working space*  
e.g. Working with students and their families help pupils engage in tasks; some pupils with SEND struggle to engage when not in their usual school environment, these pupils are able to attend school, where the LSA team is available to provide support.

We continue to work closely with external support services (e.g. Mental Health Support Team, Educational Psychology Service) and they are providing remote support to our pupils.