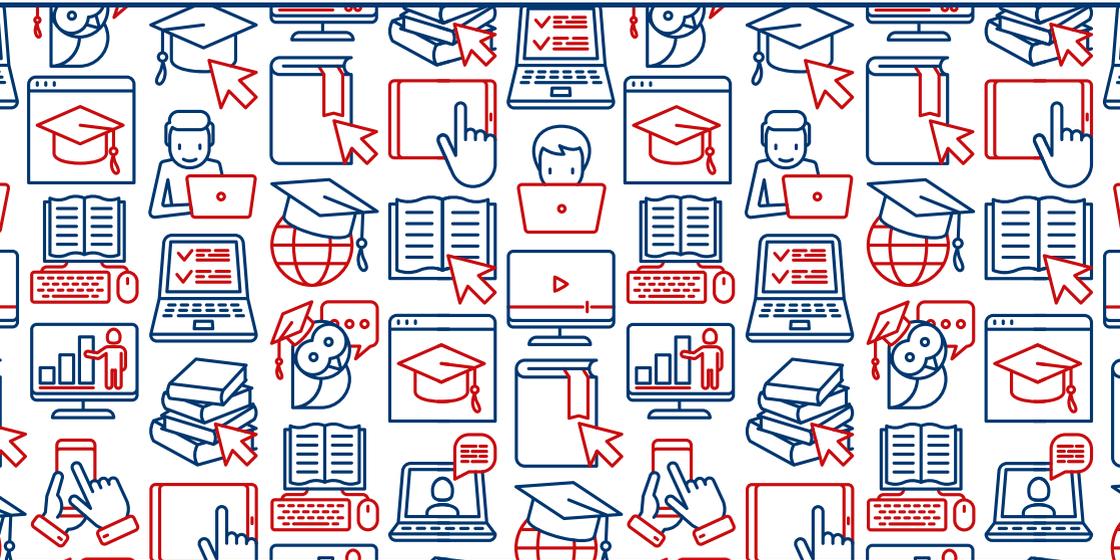




LINCOLN
A PRIORY ACADEMY



REMOTE LEARNING

INFORMATION FOR FAMILIES

Welcome

This information is intended to provide clarity and transparency to students, parents or carers about what to expect from remote education if national or local restrictions require entire cohorts (or individual bubbles) to remain at home.

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

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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 provision in the first day or two of students being sent home?

1. As students begin to work from home, there will inevitably be a period of transition as they (and you as parents) re-familiarise themselves with how they intend to learn from home.
2. Students will have been taught how to access the academy's website and other remote learning areas, in particular: SharePoint, Class Charts, and Microsoft applications.
3. Students will have been given guidance on the practical aspects of working from home and will already have some experiences on which they can build.
4. Students will be provided with a remote learning guide, which provides details as to how students can access their remote learning and advice on working from home.

After this initial period of adjustment, students will be able to establish a more consistent way of working remotely. There will, inevitably, be organisational and technical challenges to this; students must not worry, they and you will be able to contact staff within the academies for support.



Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were taught in school?

Students will typically follow their existing curriculum. We have thought carefully about how to make learning effective and meaningful, both in terms of the content and sequencing of teaching. Outlined below are the adaptations we have made whilst remote learning continues.

- **Mathematics** Although our mathematics curriculum will be seamless in its delivery in module 3 (from what has been delivered in module 2) there are a few minor changes to the order of some topics. This is to allow our online platform to be resourced more fully from the “White Rose Hub” scheme that we follow. No students will miss out, as the adjusted order will be addressed once students are back in the Academy full time.
- **English** We have followed the schemes of learning and supported students across all years. Normally we would add provision for visiting companies to support some English literature texts in Year 11. This is not been possible. However, we have made provision for the whole cohort to receive similar production (An Inspector Calls) online with Teams.
- **Science** We have made some minor changes to the teaching order of few topics that lend themselves to remote education. Some of the more challenging and/or practical aspects of the science curriculum will be delivered once students return to the Academy full time.
- **French** The curriculum materials we cover and deliver in French (giving students ample practise) is the same as if they were in the Academy.
- **Music** slight amendments to the order of teaching allows for the effective delivery of the curriculum. Significant and important practical aspects of music can be rehearsed at home. The more complex aspects of the music curriculum especially the KS3 practical on keyboards for example is best delivered once all students are back in the Academy full time.
- **Art** Similarly (as for music) aspects of the curriculum have been deferred as they are resource heavy – like mask making at KS3. The slightly different teaching order will allow for students to access materials at the appropriate rate.
- **Computing and IT** The curriculum plan is followed throughout all year groups although the remote learning of this requires a slightly different approach to how it is delivered and resourced.
- **Design Technology and Food** The practical aspects of the course are covered within the parameters of home resources. The curriculum outcomes are being followed with adjustments based on these parameters.
- **Core PE** The core PE lessons of all years have been changed due to remote learning. The curriculum plan to deliver practical lessons concentrating on skills in sports, will be substituted for some sport theory sessions and encouragement to undertake modified training activities or daily exercise with goals as appropriate.

Remote teaching and study time each day

How long can I expect work set by the academy to take my child each day?

We expect that remote education (including remote teaching and independent work) will take students broadly 5 hours each day. Students will follow their normal school timetable, as far as possible.

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

Remote learning is set through our homework platform, Classcharts. This can be accessed via a webpage and mobile application. Our remote learning may require students to access Microsoft platforms such as Teams (for live lessons), Streams (for pre-recorded lessons) and Forms (for quizzes). Students might be set work to complete using educational platforms such as Oak Academy, Seneca Learning, Khan Academy and White Rose Mathematics. Many of our platforms are already in regular use and will be familiar to our students.

How will my child be taught remotely?

We use the on-line platforms listed above in a range of ways. The activities on the list below are examples – more specific details will be included in your child’s remote learning details on Classcharts:

1. **Teams: Live:** during these lessons students will be in ‘live lessons’ with a teacher and other members of class. This might be for an entire teaching hour or for shorter periods to enable students to work independently on tasks. This might be video/audio or audio/screen-share.
2. **Teams: Streams:** this is a recorded lesson or a recorded PowerPoint session that students will work through.
3. **YouTube channels:** We have our own channel and staff will, at times, ask students to use recorded lessons and other learning materials.
4. **Curriculum based on-line resources:** students will be directed to subject specific learning materials that can be used as instructed by the teacher.
5. **Home Learning booklets:** provided by subjects. It is important for parents to appreciate that not all learning will (or indeed should) be digital.

We fully understand that students might not have access to a computer/laptop or might have access at specific times of day.

1. We have identified students who are unable to access computers/laptops and are able to offer some support. Parents are asked to complete our online form to request a laptop loan. Details of this have been shared with parents.
2. Students and parents can request printed copies of the work if there are on-line access problems.
3. Students are able to access on-line materials outside of specific lesson time.



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 engage positively with remote learning:

1. Students must engage with the remote learning curriculum every school day.
2. There is a guide to the number of hours a student will spend in total on their learning each day (on-line and independently – see above).
3. Students will, therefore, not be expected to be in front of a live lesson for 5 hours each day – We do not believe this is healthy or educationally effective.
4. We have launched a new reward to recognise the effort and achievement of our students during this lockdown. The Home Achiever Bacculaureate supports with both home learning routine and also provides ideas of enriching activities students can engage with. The Bacculaureate supports students to engage with our own enrichment offer as well as other opportunities.

In supporting their child, parents/carers might take into account that:

1. Younger students will require more support and guidance at home.
2. Students will have received guidance on approaching remote learning including on how to structure their day.
3. In an ideal world, students will have an appropriate workspace with a computer, they will also have a settled routine that fits into the Academy timetable.
4. We do not live in an ideal world. A considerable degree of flexibility may be required.
5. Students could feel anxious about their work and should be encouraged to contact a member of staff if they have not understood an aspect of their learning or if they are not able to access it.
6. Staff are on your side. We want the best for your child.

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

We will work in partnership with you to ensure that your child is engaging with the work:

1. Work set through Classcharts will state how a student can submit their completed work. Examples of submission methods include the completion of online quizzes, email completed work (including images of work completed on paper), submission of work through Classcharts and completion of tasks on online platforms.
2. Each subject will have different requirements for the frequency of submitting work – this will be dependent on the hours a week they are studied.
3. Class teachers will record the submission of work using Classcharts. Parents have access to the parent platform from where they can view their child's progress with their home learning.
4. Teachers will record attendance to live lessons. This will feed into indicating work completion on Classcharts.
5. Form tutors will monitor their tutees completion of work through Classcharts and contact parents with any concerns. Form tutors may also use announcements through Classcharts to communicate with students and parents.
6. Class teachers will monitor engagement and email students with concerns. Teachers will email parents if student engagement does not improve. Class teachers may also make use of announcements on Classcharts.
7. Teachers use a wide range of assessments in a lesson to gauge whether a student has understood the work. Any immediate concerns will be addressed with the student. If there are deeper concerns, parents will be informed directly.
8. Reporting home will be maintained throughout the year and, unless notified, will follow the published timelines.



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

Feedback to students is an ongoing part of learning it happens during lesson times when:

1. Students take part in questioning activities.
2. Students take part in knowledge-based quizzes at specific times in lessons.
3. Students redraft and resubmit pieces of work.
4. A teacher produces feedback for the entire class on a piece of work.
5. A teacher returns individually assessed pieces of work.
6. A teacher provides suggestions for consideration about a piece of research.
7. More formal assessment of student learning takes place throughout the year and will be incorporated into remote learning.
8. Progress checks are undertaken reporting on engagement in remote learning to parents, facilitating a shared understanding of progress and engagement. The details of the progress check are used by Heads of Department and Heads of Year to celebrate positive engagement from students and to work with students and families where engagement has been a challenge.
9. Identifying student progress over the longer term (year and key stage) is facilitated by the use of nationally recognised standardised assessments (GL), enabling year on year progress to be analysed. These are supplemented with Renaissance Reading and Pinpoint Maths, both of which allow identification of students for further support and intervention.
10. GL assessment lets us compare the progress of our students with a much larger national cohort, identifying areas of strength and development in key parts of our curriculum.

How will you work with me to help my child who needs additional support from adults at home to access remote education?

For students with additional needs, academy staff will liaise with families to coordinate the support required.

- Communication with families continues throughout remote learning. Our Special Education Needs and Disabilities (SEND) department continues our review cycle for students with SEND whilst working remotely.

- Each student with SEND has a mentor who liaises with them and their family weekly. Communication can comprise of emails, phone calls and Teams meetings. Mentors support students both academically and with emotional and social support. Remote learning is supported by regular phone calls and emails to students for whom the additional contact is beneficial. There is a focus on certain subjects or certain tasks within their subjects.
- Additional SEND provision may include:
 - An amended timetable to help set reasonable expectations for students and identify the key work to be completed. This allows for students to complete the work at an appropriate pace.
 - Delivery of resources such as coloured paper/exercise books, overlays, printed work, reading books to support access of the work from home.
 - Advice on how to access online support platforms such as how to use the caption functions and Immersive Reader (an online tool to improve reading and writing).
 - Supporting families to access Classcharts in order for parents/carers to know what work has been assigned and the content of this work.
 - Signposting parents to courses that help them to support their children with engagement.
 - Resources/weblinks for families to support their child. Information can be found on our website.
- Assessment data (such as form quiz results) will be used to identify students who may require additional support in particular subjects. Students are then provided additional help through either Pupil Support Assistants for those attending our Academy or a telephone call from a subject specialist. This data is shared with SEND mentors to support weekly communication home, provide targets and direct attention.
- Multi agency support for students who require it continues remotely through the SEND department. The following services have offered their support during periods of remote education: the Speech and Language Team (SALT), The Specialist Teaching Team (STT), Sensory Education Support Team (SEST) and the Mental Health Support Team (MHST).
- Tutors continue to provide support and links to wider Academy events such as assemblies and House competitions. Tutors act as an additional mentor for students and support with remote learning engagement.
- In-Academy provision provided for students with Education and Health Care Plans / SEN.



How is my child's mental health going to be supported?

There is a clear system in place to ensure that your son/daughter is communicated with at least weekly by their Form Tutor. If they have an SEND mentor they will also have weekly contact too.

The communication is either by telephone call or email. Staff will check in with your child and ask them how they are. A variety of support can be provided when needs are identified through these channels.

We have an Academy counsellor for students who are facing significant challenges. Our Pastoral Managers and Heads of Year also make phone calls to check-in with students who are potentially more vulnerable.

Communication, signposting mental health support agencies is delivered via assemblies and letters.

Remote education for self-isolating students

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

The approach to learning will be broadly similar:

1. Students will access curriculum materials that reflect the knowledge being taught that term. Students will access this provision through Classcharts. Many of the online platforms used during whole Academy closure are utilised such as Microsoft.
2. If appropriate, students may be invited to join a live class with video and or audio.
3. Students will be set normal homework/extension activities that will be marked once submitted.

Safeguarding students accessing remote education

There are robust systems in place to ensure the safety of students that are in our charge. Procedures to ensure the safeguarding of our students include:

- Weekly check-ins with students providing us with key information about their welfare. Our tutors and SEND mentors are trained to communicate with the students remotely and are regularly reminded of the signals that may lead to any safeguarding issues that require reporting.
- There is regular communication between academy staff and external agencies that provide bespoke support for individual students. Tutors/mentors speak weekly to their Head of Year and more regularly when required. Our Heads of Year meet with the Safeguarding Team weekly, however in urgent cases communication is more frequent. Our Safeguarding Team implement actions and report back to the relevant parties, including parents/carers in a timely manner and where appropriate.
- A tracker of actions and communications for every Lincoln student is central to the efficient implementation of this system and all staff use and understand it.
- Home visits are conducted when a student or parent has not been in contact with staff at our Academy, either by email or phone call. Visits home follow Trust guidelines when further attempts to communicate are unsuccessful.
- When a home visit has been unsuccessful (student not seen) and further communication is unsuccessful, another home visit is conducted. Next steps include sending letters, recorded delivery, explaining that the parents need to get in contact with the academy by a certain date.
- If further action is required the police are requested to conduct a welfare check and, if necessary, report the child as missing in education.
- There is guidance for staff on safe practice in remote learning which updated often. There are regular staff bulletins with reminders about online safety.
- Assemblies are delivered by Heads of Year to promote online safety, safeguarding remote learning guidance and general welfare alongside letters and support sent out for parents.



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