

Remote Learning Provision

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

This guide will also future-proof against school closures that could happen at any time due to circumstances such as epidemic, extreme weather, power-loss etc. It also covers the ongoing education of students who cannot be in school when the school remains fully open, but are able to continue with their education.

Our approach is informed by research from the Education Endowment Foundation (EEF) (see Appendix A).

The remote curriculum

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

When a group of students is sent home, refer to the academy website to find details of the planned remote learning for each year. This can be found at <https://www.dixonsma.com/why/remote-learning>

Students will have been provided with workbooks from the academy and these should be used in the first instance. If an opportunity to provide workbooks was not possible, students should use any other resources from school to complete independent revision.

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

After the first couple of days, the curriculum delivered will closely mirror the academy's normal curriculum where possible. Certain subjects that require a more practical approach will not cover the broad range of the subject's curriculum but will cover the aspects that are possible given the circumstances.

Lessons will be planned and well-sequenced so that knowledge and skills are built incrementally with a good level of clarity about what is intended to be taught and practised in each subject. These will be supported by high quality resources.

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 learning (including remote teaching and independent work) will take students broadly the following number of hours each day:

Key stage	Expectation
Key stage 3 (Year 7 – 9)	5 hours
Key stage 4 (Year 10 – 11)	5 hours minimum
Key stage 5 (Year 12 – 13)	5 hours minimum

Accessing remote learning

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

Remote learning will take a blended approach. Some work will be provided via workbooks that can be downloaded from the academy website (or picked up from the academy by appointment). Other work will be set via Microsoft Teams and/or Google Classroom. Additionally, other online resources, such as Oak National, will be used for individual classes.

Students will be emailed their set work from their teachers via their academy email accounts. Any interaction with students by email, or by any online platform, will be conducted with the same level of professional formality as would be expected in the classroom.

If my child does not have digital or online access at home, how will you support them to access remote learning?

We have a small supply of laptops and mobile dongles that we can provide on loan for any students that do not have online access. To receive further information about this, please contact school via the phone number that can be found on the homepage of this website, or by emailing info@dixonsma.com



Furthermore, all resources can also be printed at school if a student is unable to access the online activities. Again, please use the details above if this support is required.

Work can be dropped off at school for feedback if a child cannot submit their work electronically. Feedback will be provided in line with the section below – How will you assess my child's work and progress?

How will my child be taught remotely?

We take several approaches to teaching remotely. These will include:

- 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 students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

We would expect students to engage fully with all the work set. Parents / carers will need to regularly check on their child to make sure they are able to access the work and, if they are struggling, support where possible.

We believe that routines are key to success and, therefore, parents / carers should support their child in keeping to a routine, just as they would at school. Maintaining a routine will support with the mental and physical health of children and will also mean they maintain good habits for learning and are ready for the return to school.

Parents should encourage their child by creating the conditions for them to be successful: high expectations; knowing what work has been assigned; creating space and providing necessary resources; directing students to their teachers and other sources of help; keeping them on track.

If your child is having difficulty with the work set, you must contact the academy and we will endeavour to provide additional support where possible.

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

We will maintain weekly checks of the engagement from individual students. If we have concerns over the completion rates of individuals, we will contact parents and work collaboratively to address any issues. Again, if you feel your child is not completing sufficient work, please contact the academy to seek advice.

Whilst lessons will usually be in line with the student's timetable, all communication regarding the lesson timing or content will take place via Dixons email addresses or the website. It is important that you keep up to date with any communication and ensure your child is completing the work as expected.

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

Students will submit work electronically using a variety of different systems, dependent on the subject. This will allow for staff to check for any gaps or misconceptions and consequently provide feedback.

Providing timely and helpful feedback is a cornerstone of good teaching and learning and, whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work they are required to submit.

Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case during remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as work completed in school. Teachers are encouraged to ensure that, when they set assessed work, it is designed in such a way that meaningful feedback may be provided. Possible methods may include:

- providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- using the "Comments" function on online documents
- sending individual students specific feedback / targets
- feedback via another website / piece of software

The timeframe for feedback will vary by subject but will follow the expectations set during normal teaching periods.

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 v?

We recognise that some students, for example those with special educational needs and disabilities (SEND), may not be able to access remote learning without support from adults at home. We acknowledge the difficulties this may place on families and we will work with parents / carers to support those students in the following ways:

- teachers will ensure that work is accessible for all students when setting online tasks
- profiles available for SEND students will be followed in the same way as if the students were in school
- the SENDCo will maintain contact with students requiring regular support by email or phone with parents / students and will feedback to teachers

Remote learning for self-isolating students

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

In addition to the above, when a student is not in school due to self-isolation, some subjects will offer the opportunity for students to access their timetabled classroom lessons live via Teams. Further information will be provided by the academy when this situation arises.

Safeguarding and remote learning

A parental guide is available that provides further details around the safeguarding procedures we have in place to cover remote learning. An Online Safety and Acceptable Use of Information Technology policy is also available on our Trust website.

All staff have received training on safeguarding expectations that are specific to remote learning.

Appendix A

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors that determine the effectiveness of live classroom teaching. For example:

- ensuring students receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling students to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded).

Live classrooms enable important interaction between teachers and students through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote learning recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support student motivation and lead to better progress.

It is recognised that very young students are likely to have particular needs which cannot easily be met in some of the ways described above. For such students, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers should be considered as part of contingency planning.

Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage. Other content for these students is likely to include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible.

For many students with SEND, the teaching envisaged by this guidance would need to be adapted. SEND students have a wide range of specific needs. Their teachers and schools are likely to know these needs best and how they can be most effectively met to ensure students continue to make progress wherever possible if they are not able to be in school.

It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible.

Here is a summary of key resources for parents provided by the EEF:

[COVID-19 support resources](#)

[Tips for smooth home learning](#)

Here is a link to Oak National Academy: an online resource providing pre-recorded lessons for all year groups in a range of subjects:

[Oak National](#)

