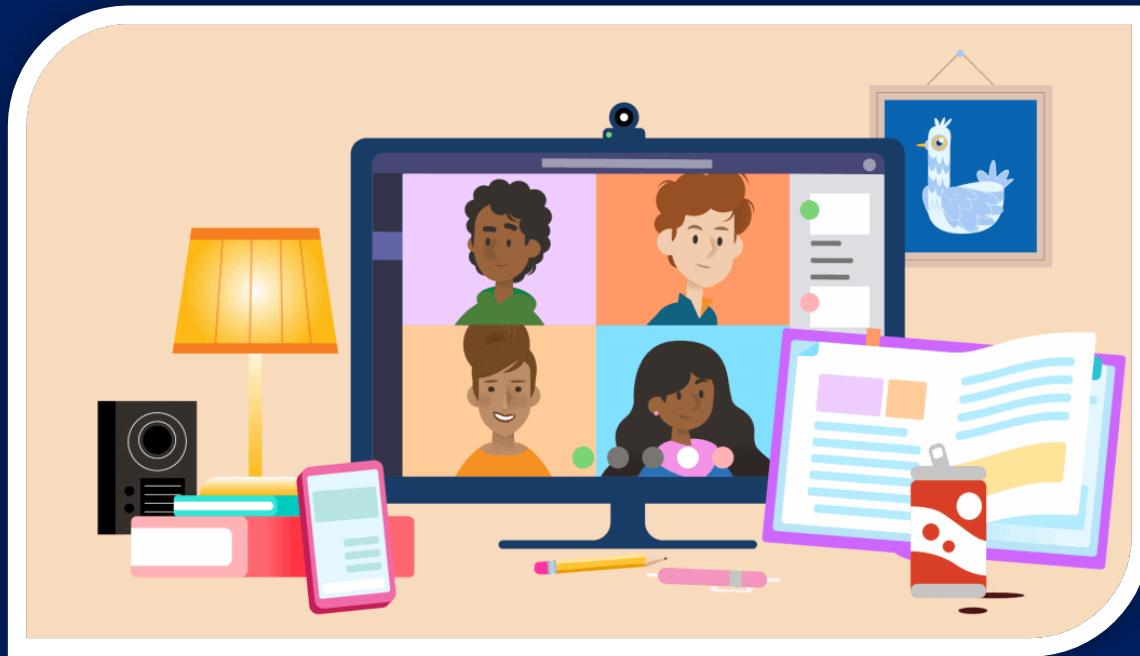


Remote Learning @ KHS 2021



Definition:

Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.

What we plant today, we grow tomorrow

Spring Term 2021

The following information is intended to provide clarity and transparency for pupils and parents/carers about what to expect from remote education where national or local restrictions apply and pupils remain at home.

Aims

Our offer is supported by evidence based research and staff trials/preparation throughout 2020

See also:

- SEAX Remote Learning Policy
- Confederation of School Trusts Remote Education document
- Ofsted
- Education Endowment Fund
<https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning/>

- ✓ Ensure consistency and appropriate provision in the approach to remote learning for pupils who are not in school
- ✓ Set out expectations for all members of the school community with regards to remote learning
- ✓ Ensure staff, pupils and families are safeguarded when working remotely



- ❖ One of the most important aspects of our remote learning offer is keeping connected with pupils at home to promote well-being and enable them to follow routines and keep in touch with peers and staff throughout periods of isolation
- ❖ It is also vital that our offer is appropriate for each age and stage based on wider and our own ongoing research about how our pupils learn and engage remotely

We know for our pupils and students that a blanket approach to how to deliver lessons and learning is not appropriate. We will endeavour to ensure that approaches vary according to age, learning need and ability to engage.

Our experience of the needs of our pupils means that we know that on-line learning is not always appropriate or engaging for our pupils and so it will not be the sole approach we take to directly working with our pupils.

We will ensure that we constantly work with pupils and their parents and carers to ensure that we are doing what we can to provide an offer which engages our pupils. Our teachers will work with learning leaders in our schools and will reflect on what is the best and most appropriate methods of learning for their subject and their pupils. This means that our programme will be dynamic and will change over time as we learn more and develop a wider range of skills and resources.

SEAX Remote Learning Policy

Our basic principles are:

Teaching quality is more important than how lessons are delivered.

All our remote learning offer will :

- ✓ Have clear explanations, scaffolding and feedback. How this is provided will be down to the knowledge of individual teachers and leaders of learning in our schools
- ✓ Build on prior learning
- ✓ We will endeavour to ensure that all pupils have access to the technology they need to engage in this aspect of learning

This includes access to both computers and the internet as appropriate. We will work to develop our work with parents to give them the support they need to support their children including advice and training on use of the internet and programmes we recommend

- ✓ We know how important peer and pupil to staff interactions are to ensuring the learning and well-being of our pupils and will ensure that this is built into our programmes of study when remote learning is taking place.
- ✓ Pupils will be encouraged and supported in working independently, acknowledging that this is something our pupils often find challenging.
- ✓ Different approaches to remote learning suit different learners and we will take a collaborative approach to working with parents and carers to ensure we recognise this in our offer.

SEAX Remote Learning Policy

Supporting pupils with special educational needs and disabilities (SEND)

For many pupils with SEND, the teaching envisaged by this guidance would need to be adapted. SEND pupils 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 pupils 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. However, in some cases, the suggestions in this guidance may also be useful for pupils with SEND and so should be considered on their merit.

Organising structured remote teaching suitable for very young pupils

It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, 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 pupils is likely to include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible.

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

Advice from staff...

- Make sure messages in chat are appropriate and about the work
- Set up an appropriate workspace area at a table and not in a bed or bedroom. Keeping a door open in the workplace so adults can hear what is going on even if not possible to sit with pupils.
- Be prompt to sessions, so we can make sure you are admitted at the start.
- Practise how to mute your microphone to help everyone concentrate and try using the hand emoji symbol to ask a question


SEAX Remote learning policy has a Netiquette section shared with all parents/carers and staff- regular reminders are shared via Friday Update from Headteacher- example above



Netiquette (Online Etiquette)

- To make good use of your remote learning sessions please follow the advice below to help you take part and learn.
- ✓ · During your online session you may require equipment such as pen and paper so please get this ready before you join the meeting
 - ✓ · When setting up your computer try to sit with your back to the wall in a shared part of your home.
 - ✓ · When getting ready for an online session please make sure you are dressed appropriately for a school lesson.
 - ✓ · Before your planned remote learning session, remember to test your sound and camera to ensure they are working properly and at the right level.
 - ✓ · When you join a remote learning session please keep your microphone muted if you are not speaking, this will help to avoid feedback noise.
 - ✓ · If you need to speak during a remote learning session remember to press the ‘hands up’ button this will let your teacher and other students know that you want to say something.
 - ✓ · In the remote learning environment there is also a text chat screen, typing in here will allow your teacher to know that you need some help.
 - ✓ · The way that we behave online is important (and leaves digital footprints) so always remember to think about this before you contribute.
 - ✓ · Everyone has the right to feel safe on-line you should remember that your school behaviour policy applies during on-line sessions just as it does when you’re in school.
 - ✓ · During sessions people don’t want to be distracted so please avoid eating and drinking (Other than water).
 - ✓ · If you would like to find out more about staying safe online, speak to your teacher or visit www.thinkuknow.co.uk
 - ✓ · If you see or hear something that worries you during on-line lessons you should make your teacher aware or the Designated Safeguarding Lead (DSL) in your school, their details are on your school websites



Microsoft Teams Sessions

Teams online sessions are now part of our remote learning offer.

After trials of different ways of sharing links and for safeguarding, timetables with links embedded are sent out weekly for each key stage/year group.

We continue to hold regular meetings via Teams as this helps us to social distance if in school and also keeps those working remotely involved 🖐😊

Teams 🖐

Meeting schedule:

- 2 x full staff briefings
- Teacher meeting
- Team meetings (as needed)
- Assemblies/Headteacher Hello

Keeping connected (at a distance)

What we plant today, we grow tomorrow



Provision for pupils at home

- ✓ Updated weekly timetable for pupils to follow with updated links to click on and join Teams live sessions- structure and routine
- ✓ Appropriate for each age and stage- additional provided on request
- ✓ Work packs and resources for independent learning- these can be emailed/posted/delivered as requested
- ✓ Support with access to technology as required



KS4

Epping
Rendlesham
Thetford

KS4 Remote Learning Timetable – Teacher Copy



[Click on the image to open the Teams link](#)

	Lesson 9:00-10:00	Lesson 2 11:00-12:00	Lesson 3 1:30-2:30
Mon	Maths 	English 	Creative 
Tues	English 	Creative 	P.E / D of E 
Wed	Maths 	English 	Creative 
Thurs	Maths 	Creative 	P.E / D of E 
Fri	Games 	Creative 	

Y8/9



Orchard
Copse Weald
Spinney



Year 8 and 9 Remote Learning Timetable

[Click on the image to open the Teams link](#)

	Lesson 1 9:00	Lesson 2 10:00	Lesson 3 11:00	Lesson 4 1:15		
Mon	Registration Year 8 and 9 	English 	Explore and Investigate 	KS3 P.E 		
Tues						
Wed		English 				
Thurs						
Fri		Games 				
KS3 Creative Art 						
KS3 Creative Music and Drama 						

Remember:



-Take Brain Breaks



-Keep Active



-Drink Lots of Fluids

Y7



Birch



Year 7 Remote Learning Timetable

[Click on the image to open the Teams link](#)

	Lesson 1 9:00	Lesson 2 10:30	Lesson 3 11:30	Lesson 4 1:15
Mon				
Tues				
Weds	Core Subjects Year 7 	Independent Work Time Activity set from Lesson 1 to be completed	Independent English and Maths Activities Mathletics, Reading or Reading/Spelling Activity	KS3 P.E
Thurs				KS3 Creative Art
Fri				KS3 P.E

Remember:



-Take Brain Breaks



-Keep Active



-Drink Lots of Fluids

Oak & Branch



Oak & Branch Remote Learning Timetable

	9:45 am	11:15 am	2.00 pm
Mon	Registration Literacy Game 	Maths Games 	Completing topic work pack resources or suggested at home activities
Tues	Registration Literacy Game 	Maths Games 	
Wed	Registration Art 	Maths Games 	
Thurs	Registration Literacy Game 	Maths Games 	
Fri	P.E. 	Music 11.15 am 	

Remember:



Take Brain Breaks



Keep Active



Drink Plenty of Fluids

Acorn



Acorn Remote Learning Timetable

	9:45 am	10:30 am	2:30 pm
Mon	Class story 		Story time
Tues	Speaking and listening 	Completing work pack resources or suggested at home activities	Story time
Wed	Art 	Appropriate to needs of pupils	Story time
Thurs	Maths 		Story time
Fri	PE 9.45am 	Music 11.15am 	Story time 12.50pm

Remember:



Take Brain Breaks



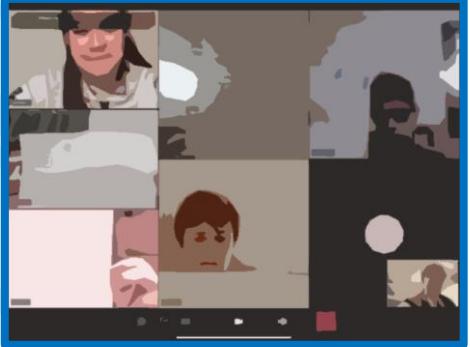
Keep Active



Drink Plenty of Fluids

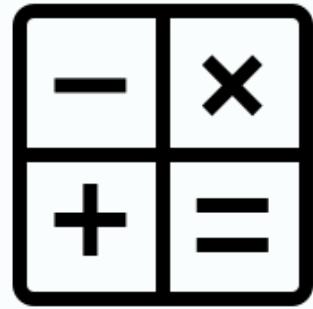
What we plant today, we grow tomorrow





Sharing work and calculations

Maths



Quizzes and team challenges work well to reinforce key numeracy skills

The collage includes:

- A screenshot of a Microsoft Edge browser showing a dice game at virtualdiceroll.com.
- A Microsoft Word document titled "35 Dice Game - Word" showing a table for a team competition with columns for Team 1 through Team 6.
- A Microsoft Paint drawing showing a car traveling 250 miles at 50 mph, calculating time as 5 hours.
- A Microsoft Word document titled "Time challenge Level 1.1" showing a clock starting at 10:10 and asking for arrival times given departure times.
- A Microsoft Word document titled "Curse 1" showing a table for a team competition with handwritten calculations for each team.
- A Microsoft Word document titled "Numbers" showing a list of numbers for a game.
- A Microsoft Paint drawing showing a ladder diagram for a number puzzle.
- A Microsoft Word document titled "Converting units" showing conversion factors between mm, cm, m, and km.
- A blurred screenshot of a video conference call.

Staff use iPad pens to model and show calculations

English



Key Stage 4 Remote Learning

2021-01-19 11:21 UTC

David Ganley David Ganley

Speaking and listening tasks work well to encourage interaction, speech and language



Staff and pupils share and celebrate work completed at home. Work has been emailed in or uploaded to Evidence for Learning

Don't
Don't do,
Don't, do
Don't do that.
Don't pull faces,
Don't tease the cat.
Don't pick your ears,
Don't be rude at school.
Who do they think I am?
Some kind of fool?

Hi Sam.

Did I leave my mobile at your house. I remember having it at your kitchen table this afternoon but I can't find it now. Please get back to me as soon as you can. You can use my house phone if it's easier than emailing. I'm really worried that I might have lost it or it might have been stolen.

Tom

A drawing of an open book is shown on the left, and a video call interface with multiple participants is shown on the right.

Interactive literacy activities

(Country)

S _ A K A

A B C D E F G
H I J K L M N
O P Q R S T
V W X Y Z

Key Stage 4 Remote Learning - 3448 -



Story time is an important part of routine for Key stage 2 pupils

Situation

As we rely more and more on convenience foods, we move further away from the healthy balanced diet which we all need. Healthy food and drinks can be less enticing than well packaged food that offer visual impact and convenience.

What is needed is an effective way of marketing healthy drinks to a specific user group.

Pupils across the school respond enthusiastically to creative sessions including art, music and design



Bespoke sessions with individual support is targeted for art, arts award and graphics options at KS4



WHAT DO THE CROSSES MEAN IN ALL THESE?

Wednesday 14 January

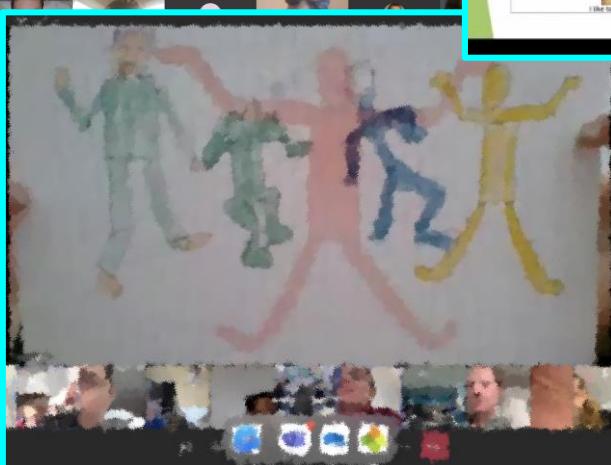
3. Find x.

Here it is X O

Order Trauma - by Wade Clarke (23805)

Let's do that again playing a different rhythm.

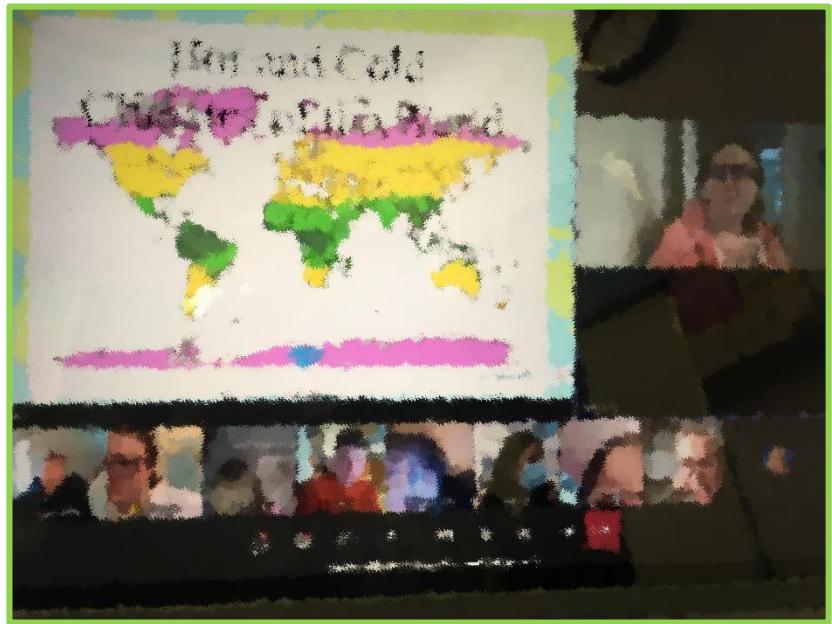
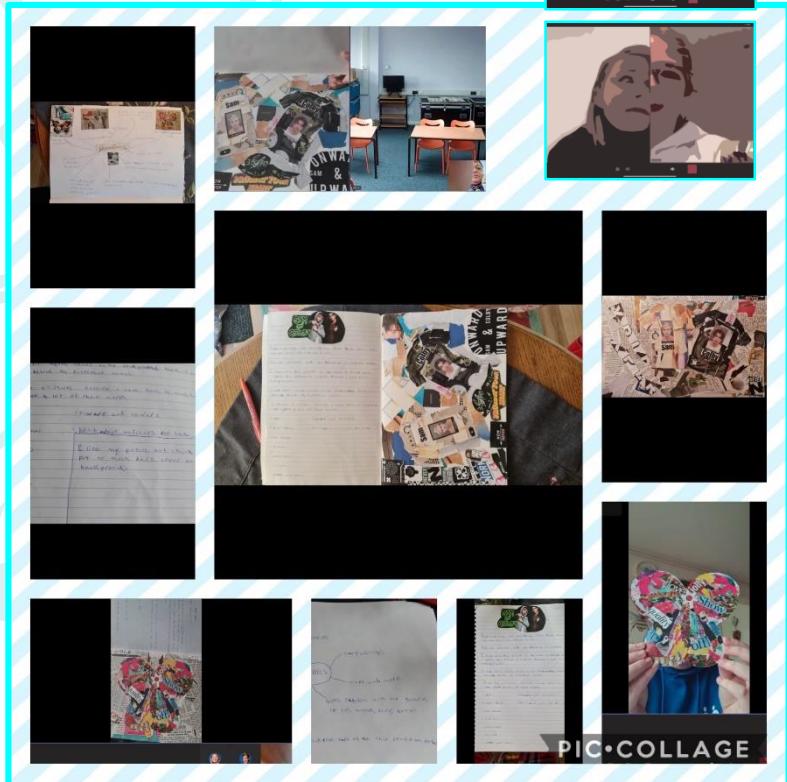
I like to eat fish and chips.



Topic work



Explore and Investigate



Key stage 2/3 pupils complete activities set linked to theme of the week

Pupils can also access targeted small group or 1:1 support sessions as academic and/or wellbeing need is identified

PE and Wellbeing



How do you feel today?



Staff run a range of sessions appropriate for age and stage to gauge emotional wellbeing and cover important topics such as cyber bullying for pupils at home



What is cyberbullying?

It hurts someone else.

What does bullying always do?

No, it can also hurt someone emotionally.

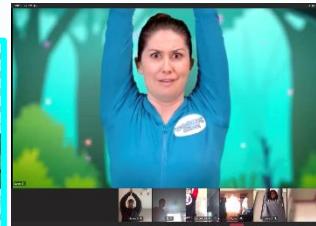
Where can bullying happen?

It is bullying that happens online.

Does bullying just hurt someone physically?

It can happen anywhere.

Active PE sessions are part of schedules for all pupils with regular movement and screen breaks encouraged



Online resources such as Cosmic kids yoga and Joe Wicks work outs are recommended. Our PE Team have also recorded some fitness videos available on the Online Learning Platform



Themes for this term linked to our six outcomes



Week beginning	Theme	
4/1	Resilience: New beginnings	
11/1	Wider world: Our World	
18/1	Look up: RSPB Bird watch	
25/1	Grow ethos: What we plant today...	
1/2	Community: Those around us	
8/2	Caring: St Valentine	

Week beginning	Theme	
22/2	Self expression: World thinking day	
1/3 5/3	Employability: Using Teams safely World Book Day	
8/3	Health: Active bodies & minds	
15/3	Wellbeing: Positive routines	
22/3	Accreditation: Achievements this term	



Resources and links

- ✓ **SEAX Learning Platform**
<https://sites.google.com/myfolder.org.uk/seax-learning-zone/khs>
- ✓ **CBBC/BBC**
<https://www.bbc.co.uk/teach/live-lessons>
- ✓ <https://www.bbc.co.uk/bitesize/articles/zvryp4j>
- ✓ **Oak Learning**
<https://www.thenational.academy/>
- ✓ **FirstSite** <https://firstsite.uk/art-online/>
- ✓ **Mercury Theatre**
<https://www.mercurytheatre.co.uk/mercy-online/>
- ✓ **Daily calendar with visuals and links:**
<http://projectbritain.com/calendar/>

The screenshot shows the homepage of the Kingswode Hoe School Learning Resources website. The header features the SEAX logo, the school name "Kingswode Hoe School Learning Resources", and a "KHS" logo. Below the header, there are several sections: "SAFETY" (Staying Safe), "NEWS" (Bulletins), "Subjects" (a grid of icons), and "Topic" (a jigsaw puzzle icon). Further down, there are sections for "Primary" (School building icon), "Wellbeing" (Well-being tree icon), "Useful Links" (link icon), and "Return to School Resources" (KHS logo). At the bottom, there are three circular icons for "Key Stage 2", "Key Stage 3", and "Key Stage 4", each featuring the KHS logo. The footer includes links to Click Ceop, Think You Know, and Digital Parenting, along with a "SEAXTrust" logo.

"Our remote learning package will use a range of resources from our schools as well as from nationally available programmes and offers including BBC, Oak Academy, SEAX Learning platform and commercially available programmes e.g. Mathletics" SEAX Remote Learning Policy

Resources and work packs



We have sent out physical work appropriate for age and stage. The local postal service has been affected by Covid but we can arrange delivery of further work as needed- please get in touch so that we can organise for individual pupils as needed.



Work packs and resources/printing available on request, particularly for those who are not able to engage online

- ✓ Twinkl resources are pupil-friendly and accessible for pupils- we subscribe in school and can send worksheets on a wide range of topics/skills on request
- ✓ Pupils have log in details for Mathletics- the differentiated online maths programme we use in school- get in touch if you need different activities setting for pupils or any issues with access

Work can be shared on Evidence for Learning or emailed to staff via contactus@kingswodehoe.com



Keeping in touch

- ✓ We have staff keeping in touch with pupils at home regularly via telephone or remote sessions
- ✓ Parents and carers can send work to school via contactus@kingswodehoe.com
- ✓ Staff are available in school via telephone to talk through any specific requests or support needed
- ✓ We expect families and pupils to keep in regular contact with school through remote sessions and phone calls
- ✓ Please communicate with us and seek help if pupils are struggling to engage with learning at home so that we can differentiate our offer where needed and target technical/well being/academic support from relevant staff



Engagement and feedback

- ⦿ Thank you to all parents and carers working hard to support pupils at home, often when juggling own work commitments/the needs of siblings and varying situations whilst pupils access our remote learning offer
- ⦿ To safeguard pupils, families and staff, we expect parents and carers to reinforce appropriate online behaviour according to the Netiquette/Acceptable Use Policy
- ⦿ Staff will provide verbal/written feedback on a selection of work returned by students
- ⦿ We will continue to celebrate and recognise achievements in a variety of ways including Headteacher hello sessions and feedback on Evidence for Learning
- ⦿ Subsequent follow-up learning based on previous work/learning completed, as would be our normal practice in school, appropriate for age and stage

Staff reflection

Staff at Kingswode Hoe School have shown great commitment and resilience in their continued efforts to develop and improve our remote learning offer for our pupils during this term. They are asked for regular feedback about their experience as part of this process. Here are a few of their comments about what they have enjoyed and learnt:

“The adaptability, support network and pulling together of all staff alongside the engagement of remote learning from the pupils”

“Seeing the children engage in the online learning plan”

“I really enjoyed the whole school online PE lessons andthe virtual staff briefings. It was nice to see everyone coming together.”

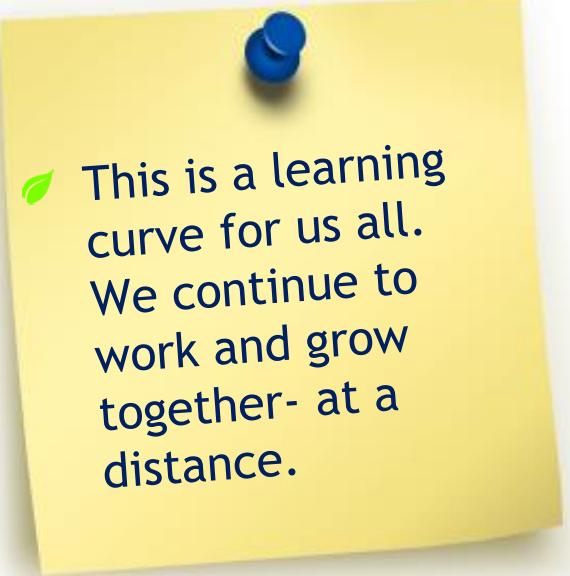
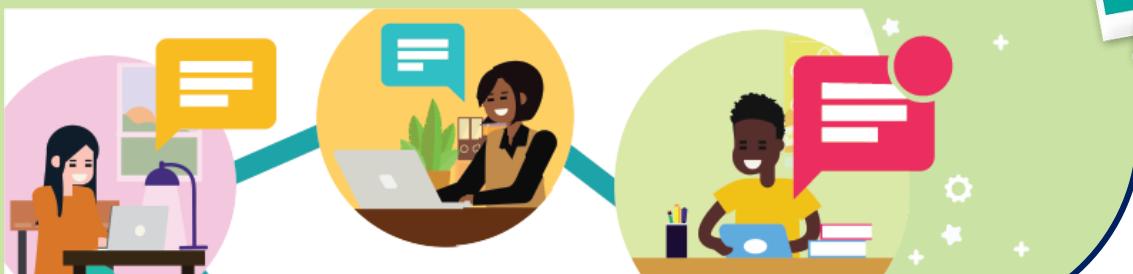
“Remote teaching was a real highlight for myself. Getting to see the students and staff taking part online was brilliant”

“Adapting face to face lessons for those joining from home”

“Learning more remote learning skills”

Important note

- We have some vulnerable and key worker pupils in school throughout all periods of lockdown/isolation. Some sessions will combine learning with those working in school and those accessing remotely so that they can have the same offer- we continue to experiment with ways to use technology creatively to engage pupils and enable them to access as varied a curriculum as possible whilst keeping safe
- We may have periods of time when individual pupils need to self-isolate and will continue to provide work for them to complete at home if the majority of their class is able to be in school



To all our staff, families and pupils for patience, perseverance and support.