



Exceptional Experiences, Successful Lives

Resilience

Aspiration

Responsibility

Confidence

Community

Remote Education Provision

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The remote learning provision at Maltby Academy varies according to the nature of the requirement. During national school closures or full bubble closures, students will access all their learning via online live lesson, delivered by their teachers via Microsoft Teams. During partial bubble closures, students will access live online lessons via Microsoft Teams in the Maltby Academy Core Curriculum (English, Maths and Science) every day. The subjects that make up the rest of the National Curriculum and/or option subjects will be issued work via multiple platforms including, Microsoft Teams (live lessons and assignments), Oak Academy, Hegarty Maths and Show My Homework.

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. However, following the initial transition to remote learning, the table below highlights the offer.

Nation school closure and/or full bubble closure	<ul style="list-style-type: none">• 100% live online lessons via Microsoft Teams by normal class teacher. Students follow their normal timetable.
Partial bubble Closure	<ul style="list-style-type: none">• 100% live online lessons (core subjects)• Combination of other remote platforms (Microsoft live lessons and assignments, Oak Academy, Hegarty Maths and Show My Homework) for non-core/option subjects.

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

On day 1 of school closure, full bubble closure or partial bubble closure, students will be directed via the academy MyEd application to appropriate learning for all. This remote learning will be delivered via multiple platforms Microsoft Teams assignments, Oak Academy, Hegarty Maths and Show My Homework.

On day 2 live lessons will begin, as set out in the table above.

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

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, subjects that are predominantly practical in nature, such as PE & Drama may need to deliver an adapted and limited version of the normal curriculum. Furthermore, practical elements of subjects such as Science and DT will often be delivered by video as taking part in the practical sessions is not achievable outside of a Science laboratory or Technology work room.

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

Key Stage 3, 4 & 5	<p>Students are expected to follow their normal timetable everyday 6x50 minute lessons. The remote school day has seen the removal of split lunches and break times.</p> <p>In addition to this KS4 & KS5 students may be set additional home learning. This will not exceed the frequency and duration set out in our homework policy (1 piece of home learning of 30 - 45 minutes, per subject, per week). The setting of homework for KS4 & KS5 will be at the discretion of the academy subject leaders.</p>
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How will my child access any online remote education you are providing?

During national school closures or full bubble closures, students will access all their learning via online live lesson, delivered by their teachers via Microsoft Teams. During partial bubble closures, students will access live online lessons via Microsoft Teams in the Maltby Academy Core Curriculum (English, Maths and Science) every day. The subjects that make up the rest of the National Curriculum and/or option subjects will be issued work via multiple platforms including, Microsoft Teams (live lessons and assignments), Oak Academy, Hegarty Maths and Show My Homework.

Our remote offer has been set up to ensure all the platforms our staff will be using can be accessed via a variety of devices including, laptops, Chromebooks, desktops, tablets and mobile phones.

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

We recognise that some students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

Maltby Academy secured access the remote learning funding provided by the government to ensure that students in our community that were unable to access learning are now able to do so and are not disadvantaged.

Parents/carers have all been sent a survey that gathered information about availability of devices and internet.

Our ICT technicians and pastoral team have contacted students who have suggested that they did not have the means to access remote learning and distributed devices and remote internet access.

Furthermore, our IT technicians have been on hand to deal with 'frequently asked questions' from parents/carers and students.

Parents/carers have been made aware that they can contact the academy by the messaging via the MyEd application or via the info@maltbyacademy.com email address.

How will my child be taught remotely?

We use a combination of the following approaches to teach students remotely:

- Live online lessons via Microsoft Teams with embedded learning applications to support assessment for learning. (NearPod, Kahoot, Whitebard.fi, Forms etc)
- Recorded teaching via Microsoft Teams and/or Oak National Academy lessons
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (GCSEPod, Hegarty Maths, Seneca Learning, BBC Bitesize, GCSE Bitesize etc)
- Long-term project work and/or internet research activities. These may be prominent for KS4/5 students study technical awards such as BTEC qualifications.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

During national school closures or full bubble closures, we expect all students to access all their learning via online live lesson, delivered by their teachers via Microsoft Teams. Furthermore, there is an expectation that the work done in lessons and where directed by teachers, be handed in remotely, in the way teachers request.

We are committed to work collaboratively with parents/carers to ensure that they are aware of the timings of our remote school day. Our pastoral team, where necessary, will liaise with parents to provide information on their child's attitude to learning, engagement and work in remote learning. Furthermore, our entire staff body are committed to frequently 'checking in' with all our parents/carers and students via the MyEd application, Microsoft Forms, email, and telephone to check on wellbeing and actively encourage engagement in learning.

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

Attendance at online live lessons for all students is checked and recorded for every period across the entire remote timetable by the class teacher. Where students are not present, parents are contacted through multiple channels. These include the MyEd application, email and phone call. These communications will come from the attendance team or year group pastoral team.

During a live online lesson, if students are recorded as present (logged in and admitted into the lessons) but are clearly not engaging with teacher requests, questions or not completing the work then teacher will make note of this and contact parents/carers at a time convenient to them. Should this problem present for a given student in a number of lessons then the year group team will collate information and make contact with the parent/carer so that a collective effort can be made to re-establish engagement in learning.

For remote learning that doesn't include online live lessons and where engagement is monitored through the submission of work. The classroom will monitor this in the first instance and make contact where required with the parent/carer. Should this problem present for a given student in a number of subjects then the year group team will collate information and make contact with the parent/carer so that a collective effort can be made to re-establish engagement in learning and changes to effort and work ethic.

Where engagement is high, effort pleasing and students produce good work, staff will communicate this with parents via multiple channels. These include the MyEd application, email and phone. Furthermore, positive postcards are sent home, work is celebrated through 'Microsoft Sway' on the academy website and during weekly year group assemblies.

Our teachers will implement the academy behaviour and rewards policy as it currently exists for all online live lessons and other remote learning strategies.

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

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. Our approach to feeding back on student work is as follows:

- Verbal feedback given in lessons by the class teacher (daily)
- Live Feedback, presented verbally or in written form during lessons (daily)
- Written feedback on extended pieces of work (SPA Assessment and CTG activities) in line with subject 39 week plans, found on the academy website. (minimum of once per half term)
- Generated feedback reports from retrieval quizzes (daily/weekly)

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 with special educational needs and disabilities (SEND), may not be able to access remote education 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:

Our SEND/Bridge and pastoral team will be available to support with engagement and will frequently contact parents/carers where necessary. Where students are working towards EHCP/IEP targets or who have medical needs, class teachers, in conjunction with the SEND team, will ensure that these are regularly reviewed and that parents/carers secure the appropriate support to continue to work towards these at home.

Wherever possible, support from outside agencies such as Educational Psychologists, Learning Support Service, Speech and Language team, Counselling and Early Help teams is continuing. A place on site is always considered, in consultation with families, to ensure students are fully supported to access their learning whilst remaining safe and adhering to all government guidelines regarding COVID19.

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?

Where individual students need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching students both at home and in school.

It is our intention to ensure that when students have to self-isolate, they will access live online lessons via Microsoft Teams in the Maltby Academy Core Curriculum (English, Maths and Science) every day. This may also extend to other subjects. However, staffing implications may limit this. Where it is not possible to offer live online lessons, National Curriculum and/or option subjects will be issued work via multiple platforms including, Microsoft Teams, Oak Academy, Hegarty Maths, GCSEPod and Show My Homework.