



Remote Education Information for Parent, Students and Staff

Our virtual curriculum ensures that all Hayes students still acquire the skills, knowledge, and resilience to become successful and independent life-long learners.

The following information is subject to the event of national or local lockdown:

How students will be taught remotely

Our Remote Education offers seeks to meet the Department for Education expectations and is guided by research into Remote Education in practice. Therefore, we have committed to a blended approach of live lessons and independent work to provide both synchronous (everyone learning at the same time) and asynchronous (learning at different times) learning opportunities. This is to provide students with important live interaction with their teachers and peers, but also balances screen time, whilst providing essential time for learning at their own pace and applying knowledge and skills independently.

This approach is guided by the EEF Rapid Evidence Assessment in 2020 where they reached the following conclusions:

- a) Teaching quality is more important than how lessons are delivered
- b) Peer interactions can provide motivation and improve learning outcomes
- c) Supporting students to work independently can improve learning outcomes
- d) Different approaches to remote learning suit different tasks and types of content.

It is also guided by the DFE revised teaching expectations published in January 2021:

- 1) Set meaningful, ambitious work each day in a range of subjects.
- 2) Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally.
- 3) Set a digital platform for remote education that is used consistently across the school to allow interaction, assessment and feedback.
- 4) Provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded **or** live directed teaching time and time for students to complete tasks independently and be, for Key Stage 3 and 4, five hours a day.

Therefore, the structure of our school day and timetable will remain the same to ensure students receive their core hours of learning and have regular breaks. However, lessons 1,3 and 5 will be delivered as live lessons by the student's classroom teacher through Microsoft Teams and lessons 2 and 4 will be independent work set on Satchel One.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 – 8.50	 Assembly/ tutor activities	 Assembly/ tutor activities	 Assembly/ tutor activities	 Assembly/ tutor activities	 Assembly/ tutor activities
8.50 - 9.50	 Live Lesson	 Live Lesson	 Live Lesson	 Live Lesson	 Live Lesson
9.50-10.50	 Classwork	 Classwork	 Classwork	 Classwork	 Classwork
10.50 - 11.10	 Take a break	 Take a break	 Take a break	 Take a break	 Take a break
11.10 - 12.10	 Live Lesson	 Live Lesson	 Live Lesson	 Live Lesson	 Live Lesson
12.10 - 1.10	 Classwork	 Classwork	 Classwork	 Classwork	 Classwork
1.10 - 1.50	 TIME for LUNCH	 TIME for LUNCH	 TIME for LUNCH	 TIME for LUNCH	 TIME for LUNCH
1.50 - 2.50	 Live Lesson	 Live Lesson	 Live Lesson	 Live Lesson	 Live Lesson
2.50 – 3.50	 KS3/4: Homework Or Reading	 KS3/4: Homework Or Reading	 KS3/4: Homework Or Reading	 KS3/4: Homework Or Reading	 KS3/4: Homework Or Reading

3.15 - 4.15	 KS5: Period 6	 KS5: Period 6	 KS5: Period 6	 KS5: Period 6	 KS5: Period 6
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Whilst the guidance does not stipulate the core remote teaching hours for Key Stage 5, Hayes Key Stage 5 students will still follow the same timetable as Key Stage 3 and 4 to ensure they receive both synchronous and asynchronous learning across their normal two-week timetable.

Whilst we are providing live lessons for students, the structure has been altered:

- The first 10 minutes of a scheduled live lesson will be an independent do now/ connect activity to prime students for their learning. This will be posted on Satchel One by the classroom teacher.
- The next 40 minutes of a live lesson will be live delivery by the classroom teacher.
- The last 10 minutes be an independent plenary task offline.
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This is to balance assessment for learning, processing and attention span, teaching of new concepts and screen time for students. Furthermore, the blended approach to remote education provides some flexibility in the day for families and provides opportunity for fresh air and exercise, which is fundamental for our student's wellbeing.

Homework

Homework provides an opportunity for students to apply what they have learned in class and in remote lessons. It supports valuable self, peer, whole-class and teacher feedback, which informs future teaching and learning.

Teachers will continue to set homework activities as a means of consolidating learning, revisiting previous lesson content and providing students with an opportunity to apply what they have learnt. Homework will be set in accordance with our homework and feedback policy and may include online homework, tests, quizzes, revision or pieces of written work. Homework will be set (as normal) in Satchel One and can be distinguished from classwork since it will show in green on a student's list/timetable.

How students will be assessed

Students should be completing work in their class books as normal. Work should be set out in the usual way following our presentation guidelines. Students are not expected to submit their work electronically after every lesson, but teachers may request some tasks to be submitted via email or through the Satchel One platform for specific groups/tasks. Students will be assessed regularly though our whole school teaching focus: Teach. Check. Respond and further details of how we provide feedback to students can be accessed in our feedback policy.

In lessons, staff may use verbal questioning, typed questioning within the chat function, mass feedback through polls, quizzes and/or whiteboard apps or other digital platforms to assess understanding and adjust their teaching accordingly.

Every six lessons, students will submit a piece of extended work via Satchel One. Teachers will use this to assess students understanding and progression within the curriculum and adapt their lessons accordingly.

How we will provide feedback

Satchel One can provide easy feedback via the quiz, spelling test and class test tabs under the 'set homework' button. This will generate feedback for students and inform them (and their teachers) of the knowledge that has been acquired or needs consolidation. Teachers may use other existing software within remote education activities (e.g. GCSE Pod, Hegarty Maths, Seneca, Quizlet) to provide instant feedback to students and teachers. Additionally, mark schemes or answer lists for students may be provided to use for self-assessment when they have completed their work.

Following a submission every six lessons, feedback may be given individually or through whole class feedback and re-teaching and/ or re-modelling.

Students due to take formal examinations

The following is taken from the DFE guidance for students taking examinations in 2022

It is the government's policy that exams and assessments for GCSEs, AS and A levels (as well as for vocational and technical qualifications) should go ahead in summer 2022. We know that, all other things being equal, exams and other formal assessments are the best and fairest means of assessment. However, we recognise that students in the 2022 cohort have had their education disrupted, and that exams and assessments taken in summer 2022 should be adjusted to take this into account. You can read further details of the results of the consultation and proposed adaptations [here](#)

Further guidance is expected in February 2022.

Students with Special Educational Needs

Teachers will differentiate work in line with the student needs. All staff have access to student profiles and can seek further support from the SENDco. Hayes SEND team is working collaboratively with families to ensure SEND students can access remote provision. All students with an EHC plan are allocated a SEND key worker (TA) who maintains daily contact with the student to ensure they can access the work set by teachers and to support the students. The allocated TA also attends the students live lessons to provide support both during and after the lesson. Decisions on how other provisions are delivered on the ECH plan are done collaboratively with families, services and the school on a case by case basis.

Pastoral Care

The primary responsibility for the pastoral care of a student, during the event of a school closure, rests with their parents / carers. However, tutors will check in regularly to monitor both academic progress and their general wellbeing. Students will still follow our personal development curriculum through their Active lessons, tutor program and maintain pastoral contact through assemblies – more information about this can be found on our home learning page. Staff with any concerns about a student's well-being or welfare will still log on MyConcen. *read our safeguarding addendum here: [School Policies – Hayes School](#) and further information about our well-being support here: [Emotional Health and Wellbeing Information – Hayes School](#)

Expectations of students during remote learning

- If possible, find a quiet place to work.
- To ensure other devices, such as mobile phones, are switched off to mitigate distractions.
- To ensure they are prepared for their day by having the correct equipment: pens, pencil, books and any subject specific equipment.
- To follow their daily timetable and attend all live lessons, unless the school has been made aware of any circumstance that may prevent this and require additional support.
- To follow lessons carefully, listen and ask for help if they do not understand through the chat function or email
- To engage with their teachers, answer questions by unmuting or speaking on the chat
- To communicate professionally in live lessons, on the chat function and through email communication with staff. **read remote learning behaviour addendum here: [School Policies – Hayes School](#)*
- To complete all Classwork set on Satchel One and meet deadlines
- To respond to feedback given by their class teacher as directed
- To take their breaks and ensure they step away from their screens, stretch their legs, eat and hydrate regularly.

Expectations of staff during remote learning

- To continue to provide high quality teaching and learning for students
- To provide appropriate challenge and support for students, with particular attention to those students with additional needs
- To maintain their core hours of teaching in line with their timetable
- To inform the school of any absence or illness
- To maintain regular Teach. Check. Respond. Checking – Assessment for Learning – could take the form of questioning in live lessons verbally or through the chat, quizzes, mass feedback self-assessment or other AFL strategies.
- To provide regular feedback in line with our policy and ensure students receive feedback on extended work every six lessons. Feedback can be individual or through whole class feedback and should seek to identify misconceptions and areas for development.
- To take regular screen breaks, stretch their legs, eat and hydrate regularly.

*see appendix A for our Remote Teaching and Learning Principles

Parental support during remote learning

If possible, the following would support the school and your child during the remote learning period.

- Providing a quiet space to work.
- Ensuring they are up, dressed, and ready for the school day by 8am.
- Asking them questions about what they have learnt, anything they don't understand and how they have accessed staff for support
- To communicate with your child's tutor if you have any concerns regarding their engagement in remote learning

Further FAQs:

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

Yes, Hayes has been preparing for a shift to remote education and have successful experience of remote education provision last academic year. Heads of department and teaching staff may have altered the sequencing of units and pacing of concepts, but our remote education is aligned to the school curriculum.

How long should work set by the school to take students each day?

The minimum number of hours each day will be 5 hours for Key Stage 3 and 4. However, students will still be set homework as if they were at school; they will manage this across the week so some days students will work beyond 2.50. However, we do stress to students to not work into the evening to ensure they are rested and have time for exercise and other recreational activities.

How will students access any online remote education you are providing?

As a school, we will be consistently using Microsoft Teams meetings to facilitate our live lessons and Satchel One to set our classwork, quizzes and submission of assessments. Some departments may use additional learning platforms to facilitate their teaching but will still use Teams and Satchel One as their primary digital platforms.

Students will be sent the link to the live lesson -period 1,3 and 5 on Satchel One within the first 10 minutes of the lesson. In the event of technical difficulties, students will be able to access an accompanying resource/tasks for the lesson on Satchel One. It will also appear as a red classwork block in their Satchel One Calendar and signposted with teacher, subject and period.

Periods 2, 4 and 6 will be set as classwork on Satchel One. This will appear as a red block in their Satchel One calendar and be clearly labelled with the teacher's name, subject and period. Classwork may take the form of additional pre-recorded material (video/audio), a Power Point presentation, assignments and other additional resources. However, there will be clear explanations and expectations around completion.

If students do not have digital or online access at home, how will we support them to access remote education?

We recognise that some students may not have suitable online access at home. Last academic year, we undertook an IT audit to identify students that may need support with access to remote education. As a result, we are issued laptops, tablets and wifi dongles to support with remote education.

- If your circumstances have changed or you require further support with remote access, please contact your child's achievement coordinator.
- If your child requires printed materials in the interim, please contact their achievement coordinator, who will be able to support.
- If your child has no online access and cannot submit work, please advise your child's Achievement Coordinator and we can advise on postage.
- If your students cannot login to their Office 365 account, Satchel One or is having any other technical issues, please contact our IT technicians in school via e-mail itservices@hayes.bromley.sch.uk.
- A member of the team will get back to you as soon as possible.

How will we check if students are engaging with their work and how will parents/carers be informed if there are concerns?

Registers are taken for live lessons and attendance to these sessions are tracked centrally. Furthermore, reports are pulled across the week from Satchel One to check for students' not engaging or submitting work. If there is a concern, parents/ carers will be contacted by email or telephone by the school and support put in place if necessary.

What should students expect from immediate remote education in the first day or two of pupils being sent home to self-isolate?

In the event of self- isolation, we are committed to ensuring students receive work and feedback in line the curriculum and their peers. Students will still receive work in line with their five core teaching hours. However, in the event of self-isolation, live lessons will not be provided unless a year group has been requested to self-isolate. Students will follow their normal timetable and classwork will be set on Satchel One by their class teacher by 8.30 in the morning. This provision is monitored centrally in school, through regular sampling; however, should there be any issues with your child's remote education provision please email remotelearning@hayes.sch.uk

In the event of national or local restrictions, we will ensure remote education is implemented within the first two days.

Policy reviewed by Miss M Toner - Senior Leader with oversight for Remote Learning: 15/12/21

Approved by Mr Whittle – Principal:

Appendix A

Remote Teaching and Learning Principles.

The steps have drawn on the work of Paul Kirschner who has compiled a list of 11 principles for remote learning: These principles underpin our pedagogical approach to remote teaching.

1. Remove distraction from learners
2. Stick to the essentials in your teaching
3. Spread learning and practice (i.e. spacing effect)
4. Communicate goals and success criteria with students
5. Frame new material in the bigger picture (i.e. contextualize)
6. Use/activate relevant prior knowledge
7. Use modelling and worked examples
8. Offer support and guidance (i.e. scaffold learning)
9. Support and stimulate active processing (i.e. thinking)
10. Check for masters through quizzing and practice
11. Provide feedback

This can be condensed into three areas of practice: **content; assessment; retrieval.** In order to do this effectively, the following will be used as guidance:

Content:

Chunk content and explain clearly and holding students to account for their learning

- Chunk the exposition: Split up explanations into much smaller chunks than you might in a standard classroom environment. We can assume that student attention spans are lower than in a classroom environment, and we have none of the usual attention indicators (eyes, posture etc.,). [Chunk the Exposition](#)
- Use "Pause Points" during the explanation where the teacher pauses their explanation and students' complete short tasks (quick question, short writing task etc.). Aim to include pause points every time you explain something new. [Pause Points](#)
- The short "pause point tasks" need to be explicitly designed to engineer thinking (or "active practise") about the content of your explanation. These need to be simple to complete, easy to understand and short (1-5mins) [Engineer Thinking](#)
- As a rule of thumb, teachers should avoid talking over text. Student attention is better managed if students listen to the teacher while looking at an image (dual-coding). [Dual Coding](#)
- Text on resources should be limited to only that which is absolutely essential for learning. [Keep it Essential](#)
- Resources should be simply structured, containing simple, clear images and diagrams that help illustrate content.

Assessment:

In live lessons

- Submission deadlines: Before students leave the call, ensure that they have submitted work to you via Satchel One/ One Note; check for understanding and identify gaps.
- Cold Call: Ask specific students to unmute their microphone and answer questions via video chat. Make sure that you ask the question and wait for a significant length of time before you ask a student to answer: "So, what have we noticed about the relationship between George and Lennie at this moment.... [5 second wait]... please unmute and answer... Sam." [Cold Call](#)

- Live chat: Ask students to write their answers in a live chat function: "So, what can we tell about the relationship between George and Lennie at this point. Please write down your best thought in chat now. You have 3 minutes." [Chat panel function](#)

On Satchel One:

- Set a quiz: After the students finish their online lesson, use your chosen online tool to assign a quiz. This can either be self-marked or marked by a teacher. If possible, make sure that you set a strict hand-in date, and that you hold students accountable for completing this work. [Setting a quiz](#)

Retrieval:

- Interleaving: The quiz should ask students to recall content from the previous lesson, content from the previous week and/or older important content. Focus on threshold concepts i.e. the things so important that students can't afford to forget them while the school is closed. [Interleaving](#)
- Vary the diet of retrieval practice to ensure students can apply to different contexts. [Vary the diet](#)
- Make it extremely clear to students exactly how they are expected to answer the quiz or task. One way to do this is to provide a full or partial model answer to the first question. This is especially important if the quiz/task is embedded in a PPT or word doc. [Make it Clear](#)
- Structure the quiz questions from easy to hard. For students, the hardest step to take is the first. Make it simple, limit the thinking students have to do early on and model exactly how you want the work to look. Work can get harder as they get going. [Easy to Hard](#)
- Once they've completed a quiz, students should get immediate feedback. One easy way to ensure this is to display answers on the following slide or section of the resource, or use live marking using Educake, Forms etc. [Immediate Feedback](#)

We also recognise the need to ensure staff and students are trained in effective remote teaching and learning systems and pedagogy and are committed to training both during the Autumn term. Furthermore, the EEF rapid assessment of effective remote teaching highlights the need for collaboration during periods of remote provision:

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf

We are committed to this principle of learning, particularly at KS5, and will make use of OneNote, along with other platforms to create purposeful and collaborative spaces for students.

Regular examples of best practice will be shared through www.hayestl.com