



OKEHAMPTON COLLEGE

Remote Learning

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Table of Contents

Remote education provision during local restrictions: information for parents	2
The remote curriculum: what is taught to students at home	3
Delivering the remote curriculum: how students are taught at home	4
Accessing Remote Education: how students will access the remote provision	6
Engagement and Feedback: how we will monitor, assess and provide feedback during periods of remote education	7
Student Wellbeing: how we maintain contact with students and check on their welfare during periods of remote education.....	9
Additional support for pupils with particular needs: how we will support all students to access remote education	10
Remote education for self-isolating students	12
APPENDICES	13
Remote Learning Responsible Usage Agreement	13
Remote Learning Responsible Usage Agreement	14
Online Learning Platforms and websites by subject area	15
The DfE Expectations of remote learning: Excerpts from:	17

Remote education provision during local restrictions: information for parents

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

During periods where pupils are required to self-isolate or where the College is required to be closed either fully or partially, Okehampton College is committed to providing education to our students through access to remote learning.

Remote learning will apply particularly in a situation in which the school is closed either fully or partially following advice from Public Health England for an extended period of time, or where students have been asked to self-isolate due to contact with a confirmed case of COVID 19.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. For example, if parents made the decision, to absent their child from school 'as a precaution', against official guidance, during the current pandemic.

The College has developed and adapted its remote learning provision in the light of experience from the period of partial school closure in 2020, feedback from students, parents and carers and staff, and emerging evidence from educational research. We have further updated our practice to meet The DfE Expectations of remote learning as set out in the document [Restricting attendance during the national lockdown: schools Guidance for all schools in England Jan 2021](#), and have checked that our provision follows best practice as provided by Ofsted in [What's working well in remote education](#).

The remote curriculum: what is taught to students at home

Our remote education curriculum is aligned to the same curriculum that we would be teaching in school, as far as possible. Teachers will continue to sequence lessons and learning activities to ensure that students can make progress with the stated objectives and, through remote learning activities, will provide opportunities for assessment and feedback so that they can ensure that students have obtained the necessary knowledge and skills to move on to the next step.

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. During this time they will be given access to the same curriculum that they would have been taught in college, however:

- Tasks may be of a more generic nature.
- Subject tasks may not be available at the times that the students would ordinarily be taught this subject.

While delivering education remotely, it may be necessary to adapt the curriculum in some subject areas. For example:

- Practical activities and demonstrations may need to be adapted to suit remote delivery;
- Parts of the curriculum may need to be reordered where topics are hard to teach remotely and teachers recognise that there is a greater risk that students' misconceptions could go uncorrected.

Delivering the remote curriculum: how students are taught at home

Teachers will prepare remote 'lessons' to follow the four-week timetable that has been in place since September. Students are encouraged to follow their normal timetable, accessing each subject according to the timings of the school day, where possible. This will help them maintain some sense of routine and order to their studies, which in turn will help when we are able to return to full attendance at College.

Students in Key Stages 3 and 4 will receive 5 hours of remote learning activities per day, covering 3 subjects, as follows: Session 1 (2 hours), Session 2 (2 hours) and Session 3 (1 hour). Naturally, we will expect and direct students to take breaks as necessary during the day.

Students in Key Stage 5 will receive remote lessons according to their four-week timetable and will be expected to complete additional independent learning and consolidation under the direction of their teachers.

Remote learning lessons will contain the following elements to support progression and replicate the best practice in classroom-based lessons:

Explanation / modelling

- Lessons will incorporate an element of direct instruction, e.g. through a recorded video or through an element of 'live' contact.
- Explanations will build clearly on students' prior learning or on how students' understanding could be subsequently assessed.
- Explanations will be given before exercises.

Independent activity

- Activities will provide progressive, scaffolded cognitive demand, with prompts for students to consider the strategies they will use if stuck.
- Activities may include opportunities for retrieval practice as well as practice and consolidation of new learning.
- Low stakes quizzes or tests may be used.

Feedback and reflection

- Proxies for feedback will be provided such as model answers, solutions.
- Students will be prompted with questions / tasks to reflect on their work.

- Whole class feedback may follow in a subsequent lesson, based on teachers' assessment of students' progress and any misconceptions identified.

Remote learning lessons may utilise a variety of methods of delivery, as appropriate to the subject, Key Stage and students. For example, while explanation may come in the form of direct instruction as part of a 'live' lesson from the class teacher, this may also be pre-recorded – produced in house by teachers, or using high quality, externally produced resources such as video clips, lessons from Oak Academy or subject specific online learning platforms, where these can be appropriately integrated with our curriculum.

Similarly, independent activity may involve students working from online resources; from textbooks or course material that may be sent out or that students already have at home; or on relevant learning platforms. Teachers may ask students to upload certain tasks for assessment, or they may be able to follow students' progress through their work on online platforms, through which the students will often receive immediate feedback.

'Live' contact sessions, where the teacher has online contact with a class or group of students, through MS Teams, may take the form of teaching of a new concept, whole class feedback based on assessment of students' work in previous lessons, Q&A following students' independent work, or some other activity which will allow teachers to stay in touch with their classes and will facilitate some sense of contact between students.

We recognise that live teaching is not always the most effective approach for delivering remote education and therefore allow for the selection, by teachers, of the most appropriate method for the given content and students involved. While the format and frequency of live sessions will vary based on Key Stage and curriculum area, teachers will also maintain contact with all classes through the daily checking of engagement and submission of work, and regular communications via Classcharts to both students and parents.

Accessing Remote Education: how students will access the remote provision

With the predominant means of providing quality remote education being through online contact and digital resources, Okehampton College is committed to providing digital devices and online access at home where needed, so that as many students as possible may access our online provision.

During the first lockdown, the college undertook a survey to ascertain how many students did not have access to a device, or to the internet, to access remote learning and a number of devices and dongles were loaned at that time. The survey was repeated in December 2020 and to date we have now loaned out over 180 devices, as well as providing dongles and data to enable students to access remote education.

If, however, your child still has no access to an appropriate device or to the internet please contact the college and we will provide information on how we can help.

All lessons will be communicated via Class Charts, supporting students to navigate their way through their remote learning and ensuring that parents and carers are able to monitor the work being set and completed. Class Charts is also used as the means by which teachers may communicate with students, parents and carers regarding the completion of work or concerns over engagement. Students are also invited to share how they are feeling via use of the Well Being tab.

Both Class Charts and Microsoft Teams will be used as the platforms for sharing resources and uploading completed work, while Microsoft Teams will be used for online 'live' contact between students, tutors and teachers, for delivering pre-recorded and live lessons, and hosting Q&A meetings with classes.

A number of other online learning resources may be utilised during the lessons for each subject: For a list of online tools and digital platforms used, see our [subjected related learning sites](#).

Engagement and Feedback: how we will monitor, assess and provide feedback during periods of remote education

Our [Remote Learning Responsible Usage Agreement](#) outlines our expectations for [students](#) and for [parents and carers](#), to ensure safe and respectful behaviour when engaging in remote learning.

We know from the experience of the first lockdown, that some students have found it difficult to study while isolated from College and from their peers. We also know that this isolation can lead to anxiety for some students. We further understand that constraints of broadband, sharing devices and other issues in working remotely can affect students' ability to follow the exact timetable that would be followed in college.

While we are sensitive to the different needs and constraints that students and families are facing, our general premise is as follows:

Our expectations of students when engaging in remote learning are that:

- They access Class Charts on a daily basis to find out what lessons and tasks have been set for them.
- They comply to the timings of the college day as much as possible and study each subject at the appropriate time each day.
- They are contactable during the College day and are available to take part in, and engage with, any live teaching that is taking place through Teams.
- They attempt to complete the tasks set for ALL subjects, ask for help if they need it and meet deadlines set by teaching staff.
- They do not spend longer on a task than the teacher requests.
- They communicate with their parents and teachers or tutors, should they become anxious about the work.

Our expectations in terms of parental support are that parents:

- Help students develop a routine for the days of the College week when they are not at College, including a consistent place to work, start and finish times and appropriate breaks.
- Encourage and support students; show an interest in the work they are undertaking.
- Check that the work is complete and communicate with us if you feel we are providing too much or too little work.
- Communicate with us if you are concerned that the remote learning is causing anxiety.

Monitoring engagement

Student engagement will be checked by the subject teacher through:

- Monitoring students' access to the work through Class Charts (parents are also able to monitor this through the class charts app).
- Student attendance and engagement in any live sessions
- Student submission of work requested by subject teachers

Where a student's engagement is a concern, the subject teacher may discuss the issues with the tutor and will make contact with the parent or carer. This communication could take the form of one of the following:

- A message through Class Charts
- An email
- A phone call.

Assessing progress and providing feedback

During periods of remote learning, student progress will be monitored in line with the college feedback and assessment policy. Feedback will be given through:

- whole-class feedback
- quizzes
- automatic marking via digital platforms

Progress will also be assessed at the end of each college assessment cycle but may utilise different forms of assessment than might be used in college, such as online tests or assessment of submitted work.

Student Wellbeing: how we maintain contact with students and check on their welfare during periods of remote education

In addition to the contact that students have with their teachers through 'live' lessons and other communications, all tutors will be maintaining regular contact with their tutees and families. Tutors will communicate with the students in their care at least weekly, and contact will be made more often where appropriate. Tutors will keep in touch with their tutees via weekly Teams tutor meetings as well as via email, Class Charts and telephone as appropriate.

'Check in Tuesday' is designed to support students with any concerns: The well-being tab on Class charts is activated on a Tuesday through to Wednesday 9am, providing students with a means of contacting their tutors about any issues that they may be having with schoolwork, or any other worries, or just to confirm that they are OK. Tutors are then able to follow up on any issues notified. Students should use this method to keep in touch with us on a weekly basis.

Additional support for pupils with particular needs: how we will support all students to access remote education

Teachers should ensure that work is differentiated as required for all children when setting online tasks. As a minimum, challenge tasks will be set for those who require them, while support tasks will be provided for students who need to complete work at a simpler level, for example because they have special educational needs. These support tasks will be referred to as 'alternative work' and there will be a link to such activities from each core lesson.

Students with EHCP and others who need additional support

We recognise that some pupils, for example some pupils 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 and carers to support those pupils in the following ways:

- We will ensure that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required.
- We will ensure students know what books and resources they need to be able to successfully complete any Remote Learning.
- We will identify the level of support or intervention that is required while students with SEND learn remotely.
- We will ensure that students with EHC plans continue to have their needs met while learning remotely, liaising with other organisations to make any alternate arrangements for students with EHC plans.

The Learning Support Team will maintain contact with families of children on the SEND register who have regular support during school hours. Contact will be maintained by email and telephone with parents/students. This is in addition to the weekly contact with tutors. As and when required, feedback will be given to class teachers. Class teachers will be supported in setting or differentiating tasks during remote learning for SEND students.

As well as the measures described above, the Learning Support Team are able to provide additional support for students undertaking remote learning as follows:

- The Learning Support Team are able to join 'live' lessons with students until they develop the necessary skills and/or confidence to join independently.
- The Learning Support Team are able to offer 1:1 support for students with an EHC Plan or SEN Support Plan.

- The Learning Support Team are able to access Classcharts on behalf of students and families, arranging for copies of work to be sent home if required.
- The Learning Support Team are continuing to offer some 1:1 and small group interventions remotely. These interventions include a social skills/SEMH session, numeracy sessions, literacy online sessions and reading/spelling.

Remote education for self-isolating students

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

In general, however, there will be very little difference to the content and format of remote education provision:

- Teaching staff will provide resources to support the same learning as will be taking place in the classroom, as far as is practicable.
- The remote learning lessons will be communicated via Class Charts.
- Remote learning will be provided in time for the self-isolating student to carry out the learning at the same time as their class is undertaking it in College, provided that they are well enough to do so.

However subject teachers will not be able to provide live learning at this time as they will be managing the students in their care.

APPENDICES

Remote Learning Responsible Usage Agreement

Students

- I understand that any remote lesson that makes use of live interaction through MS Teams will be subject to the same school rules and behaviour expectations which apply in regular school lessons.
- I will not engage in any form of cyber bullying.
- I will follow all instructions issued by my teacher and use technology as they direct me to do.
- I will have my camera switched off and microphone muted at the start of any MS Teams 'live' session.
- I will use a blurred background or a 'backdrop' image if I am asked to switch my camera on.
- I will promptly log in to any MS Teams 'live' session at the time it is scheduled to start.
- I will make sure that my communication with teachers and other students is of the same formality expected in a normal classroom environment.
- I will be responsible for my behaviour and actions when using MS Teams.
- I will not deliberately access or share any material which could be deemed illegal or offensive. If I come across such material, I will report it to a suitable adult, either my teacher or parents.
- I will only contact my teachers using my school email.
- I will not request one to one sessions with my teachers via MS Teams or any other platform.
- I understand that my usage of MS Teams and other applications provided by the school can be monitored, logged and made available to my teachers.
- I understand that each MS Teams 'live' session will be recorded by the school and kept for 28 days for safeguarding and behaviour monitoring purposes.
- I will not record or take photos of my teachers or classmates, or any lesson content.
- I will dress appropriately for all of my MS Teams 'live' sessions.
- I understand that these rules are designed to keep me safe and that if they are not followed the normal school behaviour policy will be invoked.
- I understand that to make the most out of any MS Teams 'live' session I should ensure that:
 - I am in a quiet, safe and appropriate environment with minimal distractions.
 - Use headphones for lessons, wherever possible.
 - I am attentive and follow all instructions, treating others with respect particularly where technical issues cause disruption to my learning.

Remote Learning Responsible Usage Agreement

Parents and carers

Parents and carers should support students and teachers by:

- Discussing the above rules and expectations with their child.
- Providing their child with a workspace that is quiet, safe and free from distractions.
- Making sure that their child is dressed appropriately (school uniform is not necessary).
- Ensuring that face-to-face communication is only between teachers and students, i.e. any parent to teacher communication should be in the usual manner.

Parents and carers must:

- Not record any part of a lesson and should refrain from commenting on public forums about individual teachers
- Be aware that online lessons will be recorded for safeguarding and behaviour purposes and will be stored for 28 days.

Online Learning Platforms and websites by subject area

These are the main online learning platforms and resources used within the various subject areas in Okehampton College. Where they require login and password information, class teachers will provide these to students.

If your child has problems access the required site, please direct your enquiries to the subject teacher or you may email datacheck@okehamptoncollege.devon.sch.uk

		KS3	KS4	KS5
Generic	ClassCharts	X	X	X
	Teams	X	X	X
	Office 365	X	X	X
Learning Support	Lexia	X		
	IDL	X		
English	YouTube	X		
	Seneca	X	X	
	Oak Academy	X	X	
	British Library online learning resources			X
Humanities	Seneca		X	X
ICT	Scratch – online game creation	X		
	Piskelapp.com online sprite creator	X		
	Codecademy	X	X	
	Trinket	X		
	Storyboardthat.com - storyboard creating software	X		
	Quizlet	X	X	
	Kahoot	X	X	
	Photopea – image editing software		X	
	Construct 3 – Game making software		X	
Business	YouTube		X	X
	BBC Business News		X	X
	BBC Bitesize/Business		X	
	Pearson Active Learn		X	X
	Teams		X	X
	One Drive		X	X
	Tutor2U - resources and videos			X
Economics	Tutor2U – resources for Economics			X
	BBC Business News			X
	The Economist – economic news			X
	FT.com - business & economic news			X
	Econplusdal You Tube Channel			X
	S-cool economic resources			X

MFL	Linguascope	X		
	Languagesonline	X	X	
	Youtube (for pronunciation clips)	X	X	X
	BBC Bitesize	X	X	
	Onatti theatre	X	X	X
	Duolingo	X	X	
	ActiveLearn		X	
	Oak National Academy		X	
	Kerboodle (paid subs)			X
	Mary Glasgow Magazines (online magazines after half term)			X
	French sites/newspaper sites (for articles, news/film clips)			X
Science	Kerboodle Activate 1 and 2	X		
	Kerboodle GCSE		X	
	Kerboodle AQA Physics and OCR Chemistry			X
	YouTube	X	X	X
	Seneca	X	X	
	Oak Academy	X	X	
	BBC Bitesize	X	X	
	PHET simulations		X	X
	SAPS – science and plants for schools		X	X
	Isaac Physics (free)			X
	Physics and Maths Tutor			X
	Field studies council virtual fieldwork site			X
Maths	Sparx	X	X	
	HegartyMaths	X	X	
	Cambridge Elevate – Online textbook			X
	Uplearn – online learning and revision			X
Expressive Arts	Drama Online	X	X	X
	Vimeo – online video streaming platform	X	X	X
Technology	Focus eLearning - a library of D&T resources	X	X	X
	The Technology Student	X	X	X
	BBC Bitesize	X	X	
	YouTube	X	X	X
	Food - A Fact of Life (recipe analysis)	X	X	
	Seneca and Eduqas (digital book)		X	X
	Exam board websites		X	X
	Techsoft - 2D Design (CAD software)	X	X	X
PE	You Tube	X	X	X
	Youth Sports Trust	X		

The DfE Expectations of remote learning: [Excerpts from:](#)

[Restricting attendance during the national lockdown: schools Guidance for all schools in England Jan 2021](#)

Remote Education

The [temporary continuity direction](#) makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The Direction requires schools to have regard to this guidance. Ofsted inspection will consider the quality of schools' remote education in accordance with the expectations set out in this guidance.

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.

The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day
- Key Stages 3 and 4: 5 hours a day

...

Note that the expectations set out in this guidance are for schools rather than for individual teachers.

In developing their remote education, we expect schools to:

- teach a planned and well-sequenced curriculum 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 so that pupils can progress through the school's curriculum
- select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at [Get help with technology - GOV.UK \(education.gov.uk\)](#)
- overcome barriers to digital access for pupils by:
 - distributing school-owned laptops accompanied by a user agreement or contract
 - providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.

- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education
- publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation.

When teaching pupils remotely, we expect schools to:

- set meaningful and ambitious work each day in an appropriate range of subjects
- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day
 - Key Stages 3 and 4: 5 hours a day

Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school led video content.

- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - providing scaffolded practice and opportunities to apply new knowledge
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - avoiding an over-reliance on long-term projects or internet research activities

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.