# Remote Learning at LAB

During this period of remote learning we want to ensure that all students are able to access the full curriculum from home. We are in the unique position that all LAB students are provided with a Chromebook to support their learning meaning that every student can continue learning in a way which is as similar to classroom learning as possible during their time away from LAB.

This document aims to answer key questions that parents may have about how remote learning will work during the January/ February 2021 lockdown. This information will also be relevant when we return to school should students be asked to self-isolate or should bubbles be asked to isolate.

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## 1. Structure of the day

We recognise that routine and structure are incredibly important to students and that without this they are likely to find remote learning much more difficult. We also do not want this period of lockdown to lead to gaps in learning. It is therefore crucial that your child completes all of the work set by their teachers each day and has a routine like that at school.

- You can support your child by encouraging them to have a routine similar to their usual school day. We suggest that parents and carers use Bromcom to check what lessons and work has been set each day.
- Your child must register at 8.40am every day for their Period 1 lesson by joining the Google Meeting and speaking to their class teacher.
- We expect students to complete the work set for them during normal lesson times. Work is posted on Bromcom for parents to have easy access and also on Google Classroom where students access all documents, instructions and submit their work.
- Students will complete 5 hours of learning per day, except on a Wednesday when this is 4 hours.
- Homework may be set in some lessons, but we will no longer set 4 hours of homework a week. We recognise that this may not be manageable whilst working remotely. Departments are amending their curriculum to ensure that new learning and practice tasks can be delivered effectively whilst students at working remotely

and will consider how to include work which would have been set as homework into classwork tasks.

- You should encourage your child to take short breaks, as we do at school and have time away from their Chromebook. Please refer to the timetable below.
- We will be providing PSHE resources for tutor times which require students to get away from their screens and do something different. These will include mindfulness activities, reading, helping with household chores and getting some fresh air. We will also ensure that we deliver much of our planned PSHE curriculum for Module 3 and will do so in a way which makes it appropriate for home learning.

# Creating a Classroom Environment - Suggestions for remote learning

| Set up a learning routine & structure | Create a physical learning space: |
|---|---|
| Routines and structures may help children transition from learning at school to learning at home. While learning at home may look different than learning at school, you can create a predictable routine that helps to maintain consistent expectations and help students feel safe. To create a routine that works for your children, consider the expectations given from your children's teacher. This guide provides a sample routine that you may use as a guide to create your own. | Set up a designated workspace for students before getting started every day. Make sure your child has all his or her materials ready including pencils, glue sticks, scissors, digital devices, books, etc. Please note that while some children may be able to work in various areas around the house, other children may need a consistent work area as it may help them decipher between work and rest time. While students are working, be sure to limit any distractions including the TV and additional devices. |
| **Give Them Space, Then Check-In**<br><br>Show that you believe in your children's abilities and independence by giving them space to learn and complete their assignments on their own.<br><br>Check-in every 15 to 30 minutes to check their work, offer feedback, and give additional instructions. | **Provide Mental Breaks**<br><br>People of all ages need time to reset and refocus. Younger children may need more breaks than older children. Gauge your children's level of attention and focus during specific tasks and offer "brain breaks" as needed. This guide provides a list of brain break activities that you can use throughout your day. You may also |

|  | | | decide to break up tasks into smaller chunks to make it more manageable. Visual timers can also be a great tool for time management. |
|---|---|---|---|

# Student Daily Schedule

| Sancho | | Fawcett | | Airy | |
|---|---|---|---|---|---|
| Lesson 1 & registration | 8.40 | Lesson 1 & registration | 8.40 | Lesson 1 & registration | 8.40 |
| Lesson 2 | 9.40 | Lesson 2 | 9.40 | Lesson 2 | 9.40 |
| Tutor | 10.40 | Tutor | 10.40 | Tutor | 10.40 |
| Break | 10.40 | Break | 10.40 | Break | 10.40 |
| Lesson 3 | 11.20 | Lesson 3 | 11.20 | Lesson 3 | 11.20 |
| Lunch | 12.30 | Lesson 4 | 12.30 | Lesson 4 | 12.30 |
| | | Lunch | 12.55 | | |
| Lesson 4 | 13.00 | Lesson 4 | 12.25 | Lunch | 13.30 |
| Lesson 5* | 14.00 | Lesson 5* | 14.00 | Lesson 5* | 14.00 |
| Finish lessons | 15.00 | Finish lessons | 15.00 | Finish lessons | 15.00 |
| Homework & Reading time | PM – 1 hour + | Homework & Reading time | PM – 1 hour + | Homework & Reading time | PM – 1 hour + |

** *on a Wednesday lessons finish at 14.00 after Period 4. There is no Period 5 lesson.*

## 2. Accessing work - Bromcom and Google Classroom

We use two platforms to provide remote learning - Bromcom and Google Classroom.

1. **Bromcom** – This is a simple way for parents to see their child's schedule for the day. All homework is posted here and also lesson information. This can be accessed by parents using our 'how to guide'.

2. **Google Classroom** – all lesson resources, including videos, documents and quizzes will be posted here. This is where students will access their work daily and also make submissions of completed work. They can also use the discussion feature to ask questions.

Many lessons will also be accompanied by a Google Meeting. We have found that having an open meeting where students can drop in to ask questions about the work they have been set has been an effective tool. Most lessons will include a link to a Google Meeting which you child can attend if they need to do so. Students should leave their camera off when attending this meeting.

\* *This is not to be confused with the AM registration Google Meeting which takes place at 8.40am each day and which has compulsory attendance.*


## 3. Teaching & learning - how learning will take place

Teaching staff will be available during their lesson times on email and as outlined above in many cases in a Google Meeting where students can drop in to ask questions. Students should leave their camera off when attending this meeting.

Lessons will follow a learning cycle drawing upon current educational research about how student's learn best. This cycle also takes into consideration that 5 hours of live Google lessons is neither an effective way of teaching remotely nor good for students' wellbeing. We want students to have breaks from screen time regularly and complete as much work as they can in their school books so that they are not always staring at their Chromebook screen. More information on student wellbeing can be found in part 6 of this document.

Teachers plan and then deliver lessons according to this structure:

- Part 1 - *Impart new knowledge & model its application* - i.e. through a pre-recorded voice over lesson using screencastify posted onto Google Classroom alongside instructions for how to complete the work and any submission deadlines

- Part 2 - *Model & scaffold new skills and then practice* - again through a pre-recorded video with tasks set and deadlines, again on Google Classroom
- Part 3- *Provide feedback and opportunity to improve* - through a 'live' feedback lesson, perhaps in small tutorial groups, or through the use of a crib sheet following submission of work.

# 4. SEND students - provision and support

We have created our digital learning policy with all students in mind. Students will be set differentiated work appropriate to their needs and ability by their subject teachers. Learning Support Assistants will be supporting teachers to create personalised work and differentiated tasks where needed. In addition to this:

- Teaching staff will be available to support students during their lesson time through email and through an open google meeting. SEND students may wish to ask their teacher for clarification using this method.
- We will also be harnessing the expertise of our LSAs who will be creating a range of differentiated resources alongside teaching staff
- During each lesson teachers will check in with SEND key students, as they would if in the classroom. This can be done through google classroom but if the student is not responding the teacher may call home and speak to the child.
- We have contacted all parents of students with an EHC Plan and invited these students to attend site should they wish to.
- A guide for parents of SEND students is available and on our website and also [here](here).

# 5. Engagement and feedback - expectations

## Engagement

Students will be expected to register every morning at 8.40am for their Period 1 lesson through a Google Meeting set up by their Period 1 teacher. In addition to this teachers will monitor submission of work and attendance at any pre-arranged live lessons. They will do this daily and record it on a centralised tracker.

Should a student fail to submit work then an email from their class teacher will be sent reminding them of the work expected and a new deadline. Following this a phone call will be made home by a member of staff such as their tutor, their class teacher, head of department, their SSM or a member of the College Leadership Team. We will escalate contact should there be none completion of school work.

## Feedback

Our remote learning strategy ensures that student feedback is central to learning. We recognise that students learn best when they are given the opportunity to reflect on their work and take steps to improve it.

Our three-part cycle places emphasis on feedback in part 3:

- Part 3- *Provide feedback and opportunity to improve* - through a 'live' feedback lesson, perhaps in small tutorial groups, or through the use of a crib sheet following submission of work.

This means that students will receive feedback on their work after 2-3 hours of studying each subject. This will be weekly for core subjects like English, Maths and Science and fortnightly for most other subjects. For RE, Computer Science and Music students will also receive feedback after 2-3 hours of learning.

# 6. Student Wellbeing

We understand that the recent changes will have come as a shock to many students and that their connections with friends and teachers will now feel much more remote leading to feelings of isolation amongst many. Student wellbeing has been at the forefront of the work we have been doing during our tutor times where we deliver much of our PSHE curriculum. We have already equipped students with knowledge about online safety, healthy relationships and healthy lifestyles. Now, more than ever, we need to ensure that both our mental and physical health is a priority. We will continue to use tutor time which is at **10.40am daily** as an opportunity to focus on our emotional needs and wellbeing alongside continuing to deliver some of the core PSHE curriculum. However this will be adapted to ensure that it is appropriate for remote learning.

As part of your child's daily routine it is important that they get enough sleep, eat a balanced diet, take breaks from their work and get some fresh air and exercise each day. There are many more ways that we will support student's wellbeing during this period of lockdown:

- We have a dedicated **LAB Wellbeing Google Classroom** (Code: xtsjih6) which we encourage every student to join. This includes a range of wellbeing resources and activities.
- **Tutor time digital detox** time where there will be a range of activities for students to get involved in from mindfulness and yoga, to playing games, helping out with household chores or reading to younger siblings. These activities will be posted on tutor classrooms daily.

- We will also continue to ask students to **read for an hour a day** - whether this be the first five minutes of their lesson like at school, or in one chunk before bed. You can support your child by encouraging them to close their chromebook when you feel they need a break and find a spot to sit and read.
- Our weekly PE lessons will ask students to complete **physical activities** and report back to their teachers on their progress. These will be exercises that students are familiar with and which require no equipment. You may also want to encourage your child to go for **a lunchtime walk** or run an errand for you, meaning they get some fresh air and time away from their screens.

# 7. FAQs - Frequently Asked Questions

**What should I do if my child's Chromebook is broken?** Should your child's Chromebook not be working please ensure that you notify your child's tutor and then contact Freedom Tech for technical support via https://freedomtech.co.uk or 0203 857 5600. We can arrange for printed copies of work to be available for students who require it. Please contact your child's tutor with these requests.

**What should I do if my child is unwell and unable to work?** Please contact your child's tutor by email to inform them of any illness. They will then make sure that the register for Period 1 reflects this and that a follow up phone call is not made that day.

**Does my child have to follow the timetable exactly?** We appreciate that parents and carers may also be working from home and that you may have other children in the house too and are juggling working from home and child care. We strongly advise that students follow the timetable as closely as possible, so that they remain in their school routine and we advise against them falling out of this structure too much. Following their timetable also means students can also take advantage of the drop in Google Meetings too. However, should you feel it necessary to make adjustments to when your child completes their work due to balancing working from home and childcare commitment, then of course we will support you to do so. It is however essential that your child logs on each morning and registers at 8.40am.

**How do I access Bromcom/MYCAS?** We have created a 'How to' guide for parents which is posted on our website here. Please refer to this document in the first instance. Should you be experiencing problems with your login please contact info@leighacademyblackheath.org.uk outlining the issue and we will look into this for you.

**What should I do if my child is struggling to keep up with the work that is being set?** Please ensure that your child is making the most of the provision we have available to support remote learning. Firstly, please encourage your child to read the instructions of the Google Classroom carefully before starting their work, secondly ensure that they watch any videos created by teachers which explain how to complete the work. Thirdly, ensure that your child logs into the drop in Google Meeting if this has been set up for that lesson or

emails their teacher during their lesson time for support. Lastly, please ensure that your child is accessing the right work; for example if they have been asked to complete a differentiated piece of work. If your child is still struggling to access the work then please make contact with their tutor by email outlining the specific subjects and problems. We will then work with teaching staff and LSAs (where appropriate) to ensure that work is more accessible.

**What should I do if my child finishes all of the work quickly and needs more challenge?** All lessons will have Take it Further (TIF) tasks which push students further. You should check over your child's work and ensure that they have fully engaged with these activities and that they have been completed. Following this there are a wealth of further TIF activities for each subject available of each department's Google Site. Your child may be familiar with these already as it is standard practice in lessons for students to access TIF classrooms/work once they have completed the main work set. If your child still feels like they need more challenging work then we would recommend that they contact their teacher to ask for more work. An essential part of learning is reviewing previous work and using teacher feedback to improve upon it. There will be a feedback lesson during each cycle of learning and all students will be asked to go back and improve upon aspects of their work or to complete additional work based upon misconceptions. These activities are incredibly important and you may wish to encourage your child to take their time with these and really reflect upon on they can improve their work using this feedback.