

Remote Learning Provision

This information is intended to provide clarity and transparency to students and parents / carers about what to expect from remote learning if local restrictions require entire cohorts to remain at home.

This guide will also future-proof against school closures that could happen at any time due to circumstances such as epidemic, extreme weather, power-loss etc. It also covers the ongoing education of students who cannot be in school when the school remains fully open, but are able to continue with their education.

Our approach is informed by research from the Education Endowment Foundation (EEF) (see Appendix A).

The remote curriculum

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

When a group of students are sent home, students and parents a communication will be sent via email. Students will continue with their learning remotely completing the lessons set through Microsoft Teams with the support of the 100% books. They should use their timetable to help with structuring their day (see Appendix B).

Students have been provided with 100% Books and they have a login to access the Sparx Maths website <https://sparxmaths.com/>, these should be used to complete the learning detailed on Microsoft Teams.

Students should use the Look, Cover, Write, Check method to learn and revise each day from their 100% Books. For more information on how your child should be learning / revising from their 100% Book please see the video at the following link: <https://www.dixonsca.com/why/look-cover-write-check>.

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

The curriculum delivered will closely mirror the academy's normal curriculum where possible. Certain subjects that require a more practical approach will not cover the broad range of the subject's curriculum but will cover the aspects that are possible given the circumstances.

Lessons will be sequentially planned 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. These will be supported by high quality resources.

Remote teaching and study time each day

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

We expect that remote learning (including remote teaching and independent work) will take students broadly the following number of hours each day:

Key stage	Expectation
Key stage 3 (Year 7 – 9)	5 hours
Key stage 4 (Year 10 – 11)	5 hours minimum

Accessing remote learning

How will my child access any online remote learning you are providing?

Remote learning will take a blended approach. All work set will be via MS Teams. Students are already a member of each Team associated with the classes on their timetable. Teams is used regularly in IT / Computing lessons and also in some of the other year groups.

Not all student work will need to be completed electronically. Some work will be provided via worksheets that can be downloaded from Teams (or collected from the academy by appointment). Our pastoral team will also deliver work to those students who may need it, for whatever reason. Some activities can be completed by students in their subject exercise books or on paper. Additionally, other online resources, such as Oak National Academy and BBC Bitesize, will be used for individual classes.

Students may email staff for support with their work using their @dixonsca.com email address. Any interaction with students by email, or through Teams, will be conducted with the same level of professional formality as would be expected in the classroom. Similarly, we expect students to communicate with teachers in the same way as they would do at DCA.



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

Please contact your child's Head of Year in the first instance:

Head of Year 7 – Mrs Siddique ksiddique@dixonsca.com

Head of Year 8 – Mrs Naaz-Mason smason@dixonsca.com

Head of Year 9 – Mrs Panayioti zpanayioti@dixonsca.com

Head of Year 10 – Mr Mohammed mqasim1@dixonsca.com

Head of Year 11 – Mr Lafferty slafferty@dixonsca.com

We have a small supply of laptops that we can provide on loan for any students that do not have online access. To receive further information about this, please contact school via the phone number that can be found on the homepage of this website, or by emailing info@dixonsca.com

How will my child be taught remotely?

All lessons are posted on Teams where there will be several approaches to teaching remotely. These may include:

- recorded teaching (e.g. Oak National Academy lessons, video / audio recordings made by teachers).
- activities students are to complete in their subject exercise books / on paper or in workbooks.
- printed paper packs produced by teachers (e.g. workbooks, worksheets).
- textbooks and reading books students have at home.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

Engagement and feedback

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

We would expect students to engage fully with all the work set. Parents / carers will need to regularly check on their child to make sure they are able to access the work and, if they are struggling, support where possible. We would encourage parents / carers to ask questions about what they have learned and test them on the knowledge in their 100% Books regularly.

We believe that routines are key to success and, therefore, parents / carers should support their child in keeping to a routine, just as they would at school. Maintaining a routine will support with the mental and physical health of children and will also mean they maintain good habits for learning and are ready for the return to school.

Parents should encourage their child by creating the conditions for them to be successful: high expectations; knowing what work has been assigned; creating space and providing necessary resources; directing students to their teachers and other sources of help; keeping them on track.

If your child is having difficulty with the work set, you must contact the academy and we will endeavour to provide additional support where possible.

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

We will maintain weekly checks of the engagement of individual students in each task they have been set across all of their subjects. If we have concerns over the completion rates of your child we will discuss these through the weekly form tutor phone calls. We will speak to both parent / carer and student to investigate the reason for the lack of engagement and we will work collaboratively to address any issues. Again, if you feel your child is not completing sufficient work, please contact the academy to seek advice.

Whilst lessons will usually be in line with the student's timetable, all communication regarding the lesson content will take place via Teams. It is important that you keep up to date with any communication and ensure your child is completing the work as expected.

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

Students will submit work electronically using Teams. This will allow for staff to check for any gaps or misconceptions and consequently provide feedback.

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work they are required to submit.

Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case during remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as work completed in school. Teachers are encouraged to ensure that, when they set assessed work, it is designed in such a way that meaningful feedback may be provided. Possible methods may include:

- providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research.



- using the “Comments” function on online documents.
- sending individual students specific feedback / targets.

The timeframe for feedback will vary by subject but will follow the expectations set during normal teaching periods.

Additional support for students with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote learning?

We recognise that some students, for example those with special educational needs and disabilities (SEND), may not be able to access remote learning 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:

- teachers will ensure that work is accessible for all students when setting online tasks.
- profiles available for SEND students will be followed in the same way as if the students were in school.
- the SENDCo will maintain contact with students requiring regular support by email or phone with parents / students and will feedback to teachers.

Remote learning for self-isolating students

If my child is not in school because they are self-isolating, how will their remote learning differ from the approaches described above?

In addition to the above, when a student is not in school due to self-isolation, some subjects will offer the opportunity for students to access their timetabled classroom lessons live via Teams. Further information will be provided by the academy when this situation arises.

Safeguarding and remote learning

A parental guide is available that provides further details around the safeguarding procedures we have in place to cover remote learning. An Online Safety and Acceptable Use of Information Technology policy is also available on our Trust website.

All staff have received training on safeguarding expectations that are specific to remote learning.



Appendix A

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors that determine the effectiveness of live classroom teaching. For example:

- ensuring students receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling students to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded).

Live classrooms enable important interaction between teachers and students through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote learning recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support student motivation and lead to better progress.

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

For many students with SEND, the teaching envisaged by this guidance would need to be adapted. SEND students 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 students 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.

Here is a summary of key resources for parents provided by the EEF:

[COVID-19 support resources](#)

[Tips for smooth home learning](#)

Here is a link to Oak National Academy: an online resource providing pre-recorded lessons for all year groups in a range of subjects:

[Oak National](#)

