



TARLETON

ACADEMY

FACIMUS NOSTRAE FUTURAE

HOME LEARNING FAQs

<p>What are the ‘top tips’ for home learning?</p>	<p>Please remember this is home learning, NOT home schooling.</p> <ul style="list-style-type: none"> • No one expects parents to act as teachers, or to provide the activities and feedback that a school would. • Where possible help your son/daughter as you would with their usual homework. • Remember it’s their work, not yours. • Create conditions for them to get on with their work independently where possible. • Make sure they have structure. • Encourage them to work in bursts, with breaks, physical activity and enjoyable distractions in between. • Students are not expected to do the lessons in the order they appear on their timetable but should do all their scheduled lessons on that day. • In school, most lessons are taken up with question and answer interactions and discussions with their teachers and other students and this simply cannot be replicated at home. <p>Structuring the day</p> <p>Children/young people will feel more comfortable and learn better with a predictable routine to the day. Generally, you should try to make sure that they:</p> <ul style="list-style-type: none"> • get up and go to bed at the same time each day • have regular meal times • have regular breaks – the school day is usually broken up with movement between lesson, break and lunch times • make time to be active - physical activity usually happens naturally in school but should be planned for at home – even if it is just running on the spot
<p>Will there be enough work set?</p>	<ul style="list-style-type: none"> • All work should be set to ensure that there is enough content to cover a ‘usual’ lesson, along with enrichment material where possible. • We should bear in mind that a large chunk of the lesson is usually taken up with question and answer between teacher and student and wouldn’t usually generate a full lesson of student activity/tasks. • As such, extra/wider recall tasks, reading, watching, comprehension and/or practice tasks may be used in an effort to deepen the learning in other ways. • Work will be set prior to each lesson’s normal timetable and available for access on Class Charts at the time of the lesson. • In addition, there will be some assemblies and PHSCE content set as a tutor time activity. • Core PE will not set work to complete instead will set fitness challenges for the students to achieve Class Charts points
<p>What core elements of every lesson should my child expect to see?</p>	<p>All subjects are not the same but as a general rule the main features of a lesson or a series of lessons would include:</p> <ul style="list-style-type: none"> • A clear indication of the focus of the lesson/learning • A review of previous learning • Content delivered through reading or online clips (video or explanations)

	<ul style="list-style-type: none"> • A type of questioning to check understanding of the content (e.g. through comprehension questions, google forms etc.) • A task to develop the engagement/practice with the content
<p>How will you ensure the appropriate quality and level of challenge in the work set remotely?</p>	<ul style="list-style-type: none"> • Teachers and curriculum leaders are being encouraged to plan their remote learning/curriculum structure as the starting point/priority with the opportunity to deliver this face to face as a bonus • Ongoing staff training is taking place across all of our secondary schools to share curriculum ideas, resources and examples of good practice. • Teachers are receiving ongoing training to develop their confidence and use of online platforms such as Google Forms, Showbie etc. • Teachers are also being encouraged to utilise resources such as those in place on The Oak Academy, BBC Bitesize, Greenshaw Learning Trust etc. • Middle and senior leaders at the school will be reviewing the work set to make sure the quality and content is of a similar standard and in line with the guidelines we have agreed and where extra support/training is needed this will be provided
<p>How will students get feedback?</p>	<ul style="list-style-type: none"> • Not all work will be marked but will largely be checked for completion. • Staff are building into their lessons opportunities for feedback where possible. • Students will be made aware of which pieces of work will be expected to be submitted either via a variety of online platforms e.g. Google Classroom, Class Charts, Showbie or in some cases physically on their return to school. • Some assessments may be set online and revisited once students return to the classroom.
<p>How will students be able to ask for help?</p>	<ul style="list-style-type: none"> • We have been working with our students since September on modelling exactly what is expected of students on tasks should they be required to access them via home learning. • All students have access to the school email addresses of their teachers through an announcement on Class Charts and can contact their teachers through their school email account or via the chat function on Google Classroom. Teachers will not respond to any queries from personal email accounts. • If similar questions are coming from a class, the teacher may send a general message to the class. • If students have difficulty, then they must be encouraged to ask the questions of staff (or their peers themselves). There is simply not the capacity for staff to be responding to parents on students' behalf. • If a student can't get on with their work until the question is answered, then they should try other tasks or move on to other subjects • Parents who have wider queries or concerns should contact the school through enquiries@tarletonacademy.org only, so that their query can be directed to the appropriate line manager in school rather than directly to the member of staff.

<p>How will students be able to access the online work?</p>	<ul style="list-style-type: none"> • Access to online provision has been a challenge within all schools, please let us know if this is an issue for your son/daughter • We have worked with students and parents to ensure that the school has provided devices (chromebooks / laptops / devices) to students to complete the online work. • If they do not have access to online learning at all, students on a rota for home learning will be invited into school • Students who are self-isolating due to a positive case of COVID or because they have been identified as close contact and who do not have any access to online learning will be provided with paper based work.
<p>How will teachers monitor engagement?</p>	<ul style="list-style-type: none"> • Teachers have set work for lessons mindful of how they can judge engagement in the tasks. Complete non engagement will be notified as soon as it is noticed. • Self-Marking online tasks will be checked for completion. • Some tasks will be required to be uploaded or shared via Google Classroom / Showbie or Class Charts. Should students have any issues with completing this upload they should contact their teacher • Other pieces of written work that have been set will be checked once the students return to school.
<p>Why no live lessons?</p>	<ul style="list-style-type: none"> • The main reason we have moved to a rota system is to enable us as a school to cover for as many absent colleagues with our own staff, whether they are off due to being Clinically Extremely Vulnerable (CEV), self-isolating, illness or childcare, to ensure consistency of approach as well as an understanding of all the protocols put in place to keep the school as COVID compliant as possible. • Staff who would normally have taught the year group who are on home learning will be supporting around school, covering the lessons of CEV colleagues, preparing and planning resources of high quality and responding to students regarding home learning and therefore will not be available to deliver live lessons. • We do not have the facilities in school to livestream lessons for students who are self-isolating. To ensure a fair balance for all students we are concentrating our efforts on regularly reviewing and improving the quality of the remote learning that is set through Class Charts. <p>Lancashire County Council Statement from Edwina Grant OBE, Executive Director Education and Children's Services</p> <p>Regarding online learning, I have been asked to endorse the following statement and can do.</p> <ul style="list-style-type: none"> • "The Department for Education expects schools to be able to immediately offer pupils who have to self-isolate due to COVID 19, access to remote education. 'Schools should ensure remote education, where needed, is safe, high quality and aligns as closely as possible with in-school provision.' The government has legislated to ensure schools meet this provision entitlement. As secondary head teachers in Lancashire, we support this entitlement in its broadest sense which

	<p>defines 'high quality remote learning' as a blended offer using a range of approaches. Accepting that a characteristic of effective teaching is to use a range of pedagogical methods to engage, motivate and personalise for the learner, the most effective approach will vary and will be decided at school level. Live lessons will not be the sole or dominant approach and whilst they may be part of the approach schools take to provide remote learning, for the avoidance of any doubt, there is no expectation that the provision of remote learning must include live or recorded lessons."</p>
<p>Why are Years 8 -10 on the rota and not 7 and 11?</p>	<ul style="list-style-type: none"> • Our reasoning is that Year 11 are currently engaged in their final year of their GCSEs having missed the majority of Year 10. We are currently following government guidelines and ensuring that as much as possible preparing them for the GCSE exam season. • For Year 7 we are still in the crucial first term of their transition from primary to secondary school and being in school is essential to support this. Added to this, this is the year group least likely to be able to be left at home if parents need to go into work. • We know that each year group is at a crucial stage in their own way, Year 8 had not full settled into school in their first year, Year 9 are laying important foundations for GCSE and Year 10 have just embarked on essential GCSE studies. It is not ideal for ANY year group to be out of school but we have carefully weighed all the factors in coming to this decision. • We have worked with all students this term to be prepared for a period of remote learning and to consider the skills needed to adapt • We are really hoping that we can keep this to a period of 1 week of home learning on rotation rather than a longer period. • We genuinely appreciate that some students in Year 8, 9 & 10 have already had periods of self-isolation out of school and we would urge parents to contact us on an individual basis if they feel their child needs to be in school. Please note however, these sessions will be supported learning in school and not taught lessons.
<p>Who will be checking in on my son/daughter in person while they are at home?</p>	<ul style="list-style-type: none"> • Students who we know to be vulnerable in some way, who are not already in school, will receive telephone calls from appropriate staff at intervals relative to their situation • We will not be routinely ringing home during a 14-day self-isolation period or during the week of home learning on the year group rota due to the capacity issues we have outlined above • Any student or parent who has ANY concerns about well-being should contact us in the ways described above (students through Class Charts, parents via the enquiries@ email or directly by a phone call to the main reception in a more urgent situation)
<p>Which students should be working in school when their year group is on the rota for home learning?</p>	<ul style="list-style-type: none"> • Any student who is recovering from having a confirmed case of COVID, or who has been identified as a close contact for somebody with COVID will always be working from home regardless of the status of their year group

	<ul style="list-style-type: none"> • Students who were previously identified as key worker children or vulnerable in some other way and were working in school during the original lockdown will be invited to work in school • Parents who believe their child should now be included in the group above (child of key worker/vulnerable in another way) should contact us via telephone or via the enquiries@ email • Students who have no access AT ALL to access remote learning will be invited into school • Students who are not completing any work may be brought into school if other interventions are unsuccessful • Students who have already completed a period of self-isolation and have already been away from school for an extended period will be invited into school • Please note, sessions in school will be supported learning and not taught lessons.
<p>How will my child catch up if they don't understand/fully engage with the remote learning?</p>	<ul style="list-style-type: none"> • Staff will be monitoring which students are not completing the work and where issues arise, these will be followed up • Where there are significant concerns about individual students they will be contacted on an individual basis to explore ways forward, which may include them being expected in school if they are not self-isolating • When students are back in school teachers will make time to review and revisit the learning as appropriate