



POLTAIR
SCHOOL GUIDE
TO
REMOTE
LEARNING
SPRING 2021

This guide is for pupils and parents. It is intended to support all pupils to be able to access learning from home.

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An overview of remote learning

Welcome

This guide is designed to support pupils and parents/carers with accessing learning activities at home. It is the law that pupils are provided with a minimum of 5 hours of remote learning activities when unable to attend school and we have endeavoured to support all pupils to be able to do just this.

This guide is intended to offer clear guidance of what to expect from remote learning as well as to support pupils and parents to be able to access everything they need to in order to continue learning remotely.

What is remote learning?

Remote learning is school work which takes place in the home environment when a pupil is unable to attend school. It is important that any pupil who is unable to attend school is able to continue their learning from home. This ensures that the pupil does not fall behind and feel under increased pressure due to lost learning.

Remote learning work has been created by all subject areas to closely match the learning that will take place in class during the time that a pupil is unable to attend school. **We expect all pupils to continue with their learning whilst absent from school.**

How is remote learning set?

There are two platforms that we use for setting remote learning:

1. Class Charts
2. Microsoft Teams

Teachers will 'announce' the lesson on Class Charts and direct pupils to Microsoft Teams to access their work. Class Charts allows parents to track the work being set for pupils. We will also use this platform for indicating when work has been 'submitted' or when it has been 'not submitted'.

We have tried to keep the way in which pupils access learning materials as simple as possible with our primary mode of teaching being delivered through Microsoft Teams. This is a simple platform that all pupils have access to with their usual school username and password. Microsoft Teams can be accessed

via any device with an internet connection (see section on 'How can the school support with online access?')

Here is a link to a Pupil Guide that support pupils with learning the features of Microsoft Teams [Teams Resources Guide - Pupils.docx](#)

The government guidance expects schools to provide 5 hours of remote learning a day for pupils in KS3 and KS4. This will include both direct teaching and time for pupils to complete tasks or assignments independently.

What does the 'school day' look like for remote learning?

During the current period of national lockdown, we are continuing to follow our four-week timetable with two subjects set per day. The pupils are familiar with this from the autumn term and we believe that this allows for a clear structure to learning (see section on 'What does a typical remote learning lesson look like?')

The 'school day' is as follows:

Timing	Activity	Live input (starting from Monday, 1 st February)
9.00-10.15	Subject one	9.00-9.45 (max) Live Teaching N.B. All pupils are expected to join this part of the lesson and a register will be taken
10.15-10.30	Screen break	
10.30-11.30	Subject one continues	
11.30-11.45	Screen break	
11.45-12.15	Tutor time	11.45-12.15 <ul style="list-style-type: none"> ▪ Live tutor time (once per week) ▪ Live assembly (once per week) N.B. All pupils are expected to join this part of the lesson and a register will be taken The remaining sessions will be: <ul style="list-style-type: none"> ▪ KS3 reading ▪ KS4 revision strategies
12.15-1.15	Subject two	12.15-1.00 (max) Live Teaching N.B. All pupils are expected to join this part of the lesson and a register will be taken
1.15-1.45	Lunch break	
1.45-3.00	Subject two continues	

N.B. In order to support teachers who have childcare to manage, there will be a very small number of lessons which will have the live input midway through lesson one. The lesson will still begin at 9am and it will clearly indicate on ClassCharts and Microsoft Teams when the lesson will be live.

We expect all pupils to join the live sessions unless there is a reason for not being able to. In which case, the teacher should be emailed to explain why.

To give some flexibility to households, the deadline for completing the day's work will be 9pm. We are not advocating that any pupil should be working a full day and then continue in the evening too. This deadline is to ensure that pupils do their best to maintain a routine but to give a degree of flexibility as to when work is completed during the day.

Tutor Time

Tutor time will consist of the following activities:

- A weekly live tutor session with your child's form tutor.
- A weekly year group assembly delivered by your child's head of year
- In Key Stage 3, three reading focused activities. These will be live on Microsoft Teams
- In Key Stage 4, three revision skills focused activities. These will be set as assignments on Microsoft Teams

Weekly tutor session timetable (11.45-12.15)

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>
Monday	Head of Year assembly	Literacy - Reading	Literacy - Reading	Maths revision	Tutor time- MS Teams
Tuesday	Literacy - Reading	Literacy - Reading	Literacy - Reading	Tutor time- MS Teams	Head of Year assembly
Wednesday	Literacy - Reading	Literacy - Reading	Tutor time- MS Teams	Head of Year assembly	Maths revision
Thursday	Literacy - Reading	Tutor time- MS Teams	Head of Year assembly	English revision	English revision
Friday	Tutor time- MS Teams	Head of Year assembly	Literacy - Reading	Science revision	Science revision



What to expect from remote learning

What does a typical remote learning lesson look like?

Each lesson, will feature the following format:

- 1. A live welcome and registration by the teacher**
- 2. Knowledge retrieval activity**
- 3. Clear explanation of new content/ consolidation of previously learnt content**
- 4. Structured approach to applying new knowledge**
- 5. Progress check**

Lessons may have a combination of live teaching, pre-recorded teaching, online videos prepared by teachers, digital text books and digital worksheets.

We will continue to post any resources that are required to support learning to home addresses. Please note that the resources do not stand alone and will need to be used alongside the lesson that is set on Microsoft Teams.

What kind of marking/feedback will my child receive?

The primary purpose of assessing pupils is to understand the progress they are making so that lesson planning can be adapted to meet the needs of learners.

Teachers will do this in a number of ways for remote learning:

- Setting self-marking quizzes via online platforms such as Microsoft Forms
- Setting questions for pupils to complete
- Reviewing questions/activities completed by pupils and submitted on Microsoft Teams
- Setting exam style questions for pupils to complete and provide whole class feedback on areas to improve

Not every piece of work submitted will receive a personalised feedback response. However, all work that is submitted will be checked by teachers and they will use this to plan learning for subsequent lessons. Pupils will receive regular feedback in the form of self-marking quizzes which the teacher will also be able to review too. This means that teachers will still be able to award merits to pupils who are working exceptionally hard and making good progress with their learning.

How will you check that my child is engaging in learning?

The live starts to lessons allow us to register attendance to lessons, much as we would in a normal school day. If a pupil does not attend the lesson, their teacher will email them (unless there has been communication prior to the lesson to explain why a pupil is not able to attend).

Pupils are expected to submit their work using the 'TURN IN' function on Microsoft Teams. When teachers review the work submitted by pupils, they will determine if the pupil has met the expectations for completion. If teachers are satisfied that a pupil has met expectations, they will record the work as 'submitted' on ClassCharts. Pupil work that shows excellent attitude and effort; outstanding work or excellent resilience, they will be rewarded with a merit.



If the work is not 'TURNED IN' or if it is incomplete, then the work will be recorded as 'not submitted'. This will be visible to parents via the ClassCharts APP.

Teachers, Curriculum Leaders and Heads of Year will track the pattern of work submitted and raise concerns with parents if there are repeated instances of work not being submitted. If concerns continue, we may decide that a pupil needs to attend school rather than to learn remotely.



Core PE lessons

Core PE tasks have been set to support fitness that can be completed in relation to the curriculum at home. These have been created to support both the physical and mental well-being of pupils whilst accessing remote education.

Personal Development

We are very keen to promote positive mental health for our pupils and their families during periods of remote learning. To help with this, there is a section on our website called "Wellbeing Resources", to signpost pupils and families to support and guidance around mental health. Every two weeks, the Personal Development Department will create a two-week activity planner (see K3 example below), which will give a 10-minute task for each school day. These tasks will encourage pupils to focus on how they are feeling, or provide a positive focus for the day. There will be two different planners - one for Key Stage 3 and one for Key Stage 4. Parents and Carers can use these resources to start a conversation about how young people are feeling.

**Key Stage Three Remote Learning:
Promoting positive mental health.**

www.kooth.com is an excellent resource to support positive mental health
www.theday.co.uk is an age appropriate way to keep up to date with news and events.
 Joe Wicks creates excellent YouTube videos to help you stay active at home.

 Connect with others	<p>Day One: </p> <p>Create a timetable for each day. What lessons do you have? Do you have all of the resources that you need? Where will you work? Plan for success!</p>	<p>Day Two:</p> <p>Limit your screen time today. Try to only use your phone or computer for work, and do something else with your time. When was the last time you read a book? </p>	<p>Day Three: </p> <p>Create a gratitude list. Every day, write down three things you are grateful for. For example, did a friend send you a message that made you laugh? Did you enjoy spending extra time with your family today?</p>	<p>Day Four:</p> <p>What can you do to help around the house today? 20 minutes of housework might help someone else to have a much better day, and make you feel better as you have given your time to someone else. </p>	<p>Day Five: </p> <p>Get creative! Colouring in, drawing, painting, collage and different types of arty activities do wonders for your mental health. Try to learn a new skill during the time you need to stay at home.</p>	 Eat a balanced diet
 Get enough quality sleep	<p>Day Six: </p> <p>Using the atlas pages in your planner, think about where you might want to go on a dream holiday. Why would you want to visit? What would you hope to see? If you can, research the area further.</p>	<p>Day Seven:</p> <p>LAUGH! Watch a funny film, read a funny story, phone someone who makes you laugh-laughter releases endorphins (happy hormones) which will help you throughout the day. </p>	<p>Day Eight: </p> <p>Two days to go! How are you getting on with your learning? Make a to do list for the next two days so you are in control and do not have to rush to meet deadlines. Enjoy ticking off your list as you go!</p>	<p>Day Nine:</p> <p>Stretch! During the day, it can be easy to spend too much time sitting down. Stretch your arms up, try and touch your toes, and try some jumping jacks for 15 minutes today. This will help your flexibility. </p>	<p>Day Ten: </p> <p>Time to reflect! What you learnt over the last two weeks? Have you surprised yourself? Have you learnt a new skill? Have you missed school? Write a small reflection to look back on.</p>	 Try to have some fun!

How to use this planner:
 Try to complete each activity at the start of the day. Use this to help you stay focused and promote positive mental health during the time you have been asked to stay at home.

If you have any questions or suggestions about this resource, please email Mrs Price
cprice@poltair.comwall.sch.uk



SEND

High quality teaching and learning is the foundation on which our support for pupils with SEND is built upon. Teachers will scaffold their lessons and make use of appropriate resources to ensure they are meeting the needs of all learners in their classes. All pupils with SEND have a pupil passport which outlines the barriers to learning and appropriate strategies for teachers to use in their teaching.

Where pupils with SEND are unable to access remote learning, due to lack of IT equipment, priority consideration will be given to the loan of a laptop. Overlays can also be available upon request.

The engagement of pupils with SEND in online learning will be monitored by the class teachers. Where a pupil is identified as having difficulties, regular telephone calls will be made to parents to support where necessary to help them to overcome any specific barriers to learning. If teachers have a concern relating their child's engagement because of an SEND need, they will contact the SEND department for further guidance.

Weekly well-being telephone calls will be made each week to monitor and support the emotional health of pupils with and EHCP. All pupils with an EHCP will be offered a place in the school's Hub provision and will continue to receive in-class support from a member of the support staff.



Safe online learning

What does safe online learning look like?

There are a number of steps that the school has taken and pupils themselves can take in order to learn safely online.

1. Pupils can only use their school email address to log in to www.office.com and to gain access to the various Office APPs such as Microsoft Teams and the Pupil SharePoint. This is an important safety feature
2. Pupils will be sent an invite to their lessons which will appear in their email. They can use this to access their lesson
3. When pupils arrive at the start of their lesson, they will be in the 'lobby'. Teachers will admit pupils to the lesson in much the same way that they would 'meet and greet' pupils in school. This means that pupils cannot access the lesson without the teacher present
4. Every lesson starts with a reminder of the conduct expected in online lessons. We expect the same standards of behaviour online as we would do in school. Any pupil who displays unacceptable behaviour in a lesson will be asked to leave and parental contact will be made. Any issues of persistent misbehaviour may result in additional consequences
5. Pupils should not share passwords with anyone else
6. Screen breaks have been built in to the school day and we encourage pupils to take these and for parents to support them. Lessons will be structured in such a way that pupils should not need to solely use a screen to access learning

How can parents support safe online learning?

Establish a suitable working environment for your child to work in and take an interest in what they are doing. Encourage them to show you the types of activities they are completing. National Online Safety (www.nationalonlinesafety.com) have produced an excellent '10 Top Tips for Children' which you may find useful to implement at home.

If you have any concerns about your child's safety whilst learning remotely, please email safeguarding@poltair.cornwall.sch.uk

REMOTE EDUCATION 10 TOP TIPS FOR CHILDREN

Remote education ensures continuous learning outside the classroom. For students, it's the perfect way to ensure they still get the education they need, despite not being at school. However, it also requires a level of discipline and careful planning. That's why we've created this guide to help pupils understand different aspects of remote education and to support them in ensuring their experience is as safe and secure as it can be.

1. TREAT REMOTE EDUCATION THE SAME AS CLASSROOM LEARNING

Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behavior and conduct. Focus on learning and don't get distracted by your surroundings.



2. USE CLASSROOM LANGUAGE

If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite and avoid posting negative comments or spamming the chat.



3. TAKE REGULAR SCREEN BREAKS

Whilst remote education might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices.



4. ALWAYS CONDUCT VIDEO LEARNING IN AN OPEN SPACE AT HOME

To get the best experience from remote education, it's important to create the right environment around you. Try to set up a mock 'classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate.



5. ONLY COMMUNICATE THROUGH APPROVED SCHOOL PORTALS AND PLATFORMS

It's important that you send messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure.



6. STICK TO TEACHER RULES AND GUIDELINES AROUND REMOTE EDUCATION

Your school should issue you with guidance on remote education and the rules to follow. Always maintain classroom behaviour and try to remember that you are in a learning environment and not a social setting.



7. DRESS IN SCHOOL UNIFORM

As part of your learning environment, try to maintain school uniform/dress. This will help as part of replicating classroom learning in the home. Try to avoid wearing anything too casual as this could be deemed inappropriate for school.



8. DON'T SHARE PASSWORDS OR OTHER SENSITIVE INFORMATION

In order to begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others.



9. DON'T USE SCHOOL PLATFORMS TO DISCUSS PERSONAL MATTERS.

It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning.



10. LOOK AFTER YOUR MENTAL HEALTH AND WELLBEING.

Remote education ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up.





Remote learning etiquette

What does 'polite' online behaviour look like?

Many of the rules of etiquette can be replicated online. For instance, during live lessons, pupils are able to use the 'raise hand' function to ask a question.

There are some areas where it can be easy for pupils to forget that they are in a formal learning environment and so to help, here are some basic rules to ensure that the right learning environment is maintained.

Email

Email should always have a degree of formality about them. The points below should be followed when emailing staff.

- Include a clear, direct subject line
- Be sent from a school email address
- Use professional salutations e.g. Hello/ Hi/ Dear Sir or Miss
- Use exclamation points sparingly
- Reply to the teacher rather than the whole class
- Sign off from the pupil



Chat

Live lessons via Microsoft Teams have the facility to 'chat' with the pupils, much like a newsfeed on social media. The key difference being that the only people able to post are the teacher and pupils. This is a useful tool for asking questions or asking for clarity. Pupils are expected to respect this feature and to use it appropriately. It is not for chatting with each other or making irrelevant comments. Inappropriate use of the 'chat' function may result in a pupil being asked to leave the lesson.



How to access work

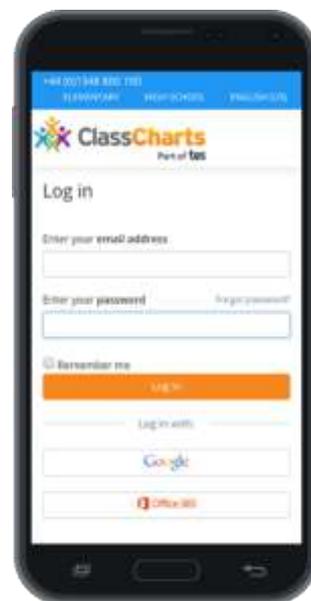
How do I check what remote learning activities have been set for my child?

All remote learning lessons are 'announced' on Class Charts and so it is important that pupils and parents have access to this platform

What is Class Charts?

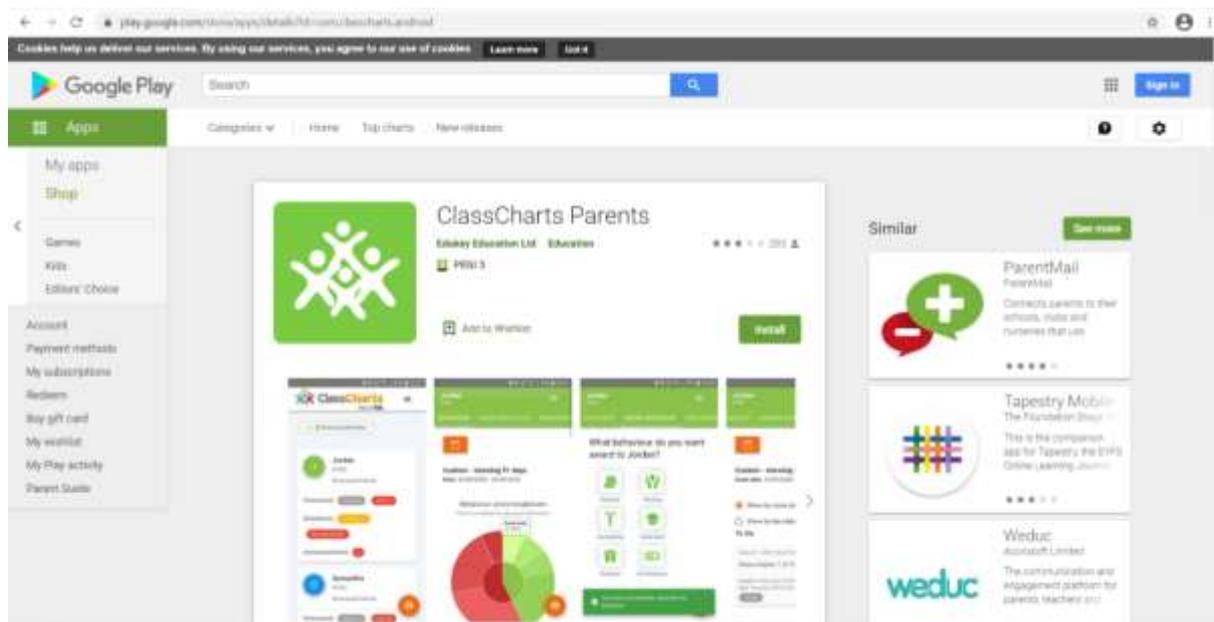
Class Charts is the web-based programme that the school uses to track behaviour and rewards and to set homework and remote learning.

Parents and pupils are able to download an APP that makes it easy to access homework and remote learning activities as well as to view rewards and behaviour incidents.



How do I download the Parent/Pupil APP?

Go to the APP store on your mobile phone (Apple Store or Google Store) and download Class Charts Pupil APP or Class Charts Parent APP.



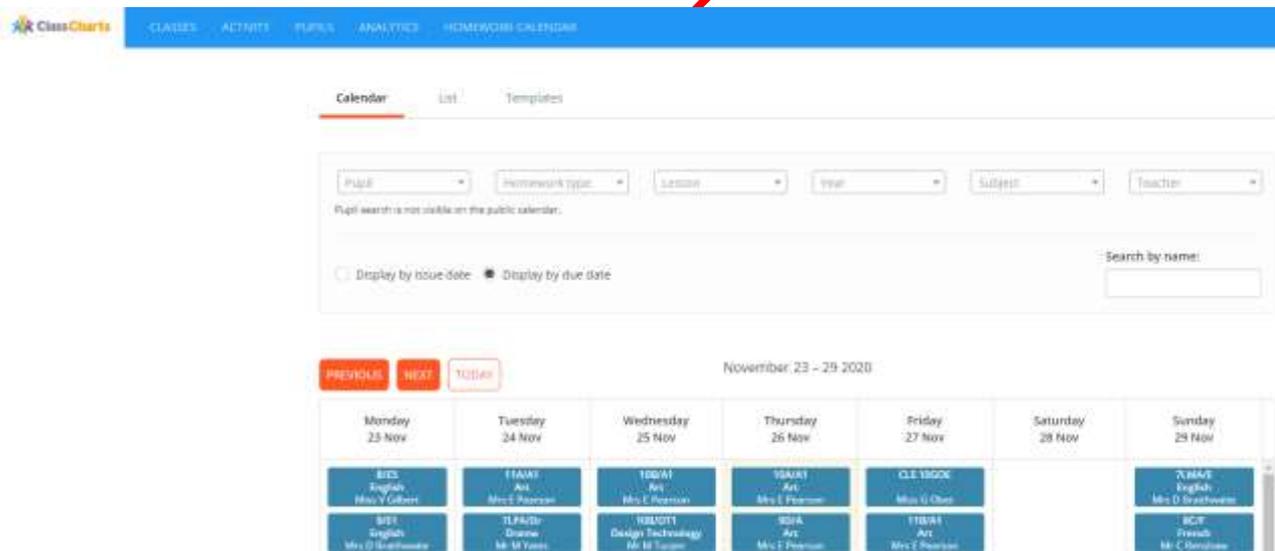
How to log in to Class Charts:

1. Open www.classcharts.com/parent/login
2. Enter your email address and password
3. If you have forgotten your password please use the "Forgot Password" link on the login page.
4. If you did not have the original parent access code then please contact the school on 01726 874520 / secretary@poltair.cornwall.sch.uk.

You can access ClassCharts on the school website. The link is on the right-hand column. Choose the Parent Tab at top. The right-hand column includes a link to Parent Account guidance. You can also see further information at www.edukey.co.uk/static/quickstart_guides/Quick_start_for_parents.pdf.

Step One

On the HOMEWORK CALENDAR, select 'Homework type'

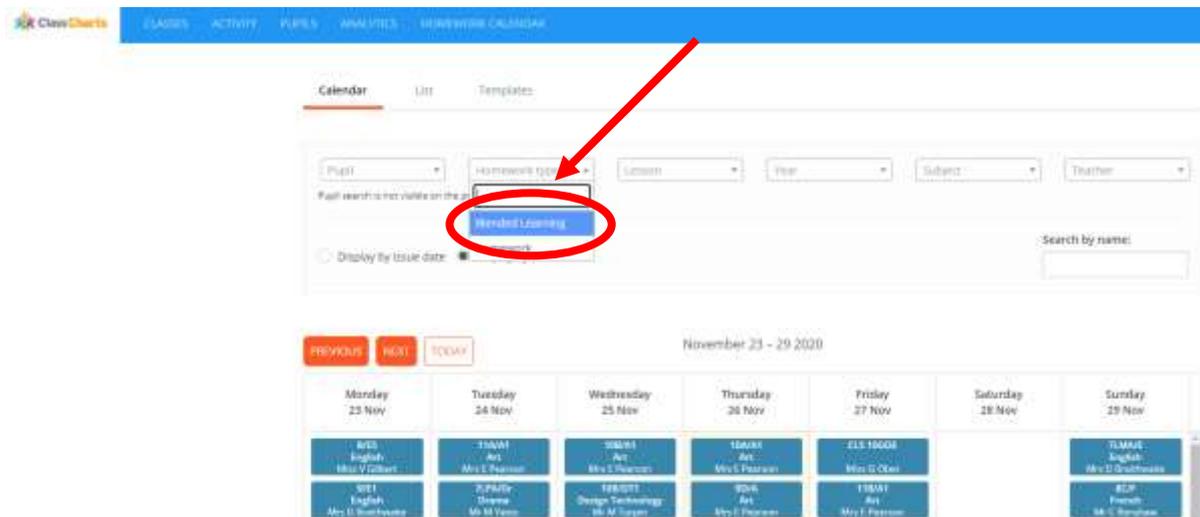


The screenshot shows the ClassCharts interface with a blue navigation bar at the top containing 'CLASSES', 'ACTIVITIES', 'PUPILS', 'ANALYTICS', and 'HOMEWORK CALENDAR'. Below the navigation bar, there are tabs for 'Calendar', 'List', and 'Templates'. The 'Calendar' tab is active. Below the tabs, there are search filters: 'Pupil', 'Homework type', 'Lesson', 'Year', 'Subject', and 'Teacher'. A note states 'Pupil search is not visible on the public calendar.' Below the filters, there are radio buttons for 'Display by issue date' and 'Display by due date', with 'Display by due date' selected. A 'Search by name:' field is also present. The main content area shows a calendar for 'November 23 - 29 2020'. The calendar has columns for 'Monday 23 Nov', 'Tuesday 24 Nov', 'Wednesday 25 Nov', 'Thursday 26 Nov', 'Friday 27 Nov', 'Saturday 28 Nov', and 'Sunday 29 Nov'. Each day has a grid of homework items with subject and teacher names.

Monday 23 Nov	Tuesday 24 Nov	Wednesday 25 Nov	Thursday 26 Nov	Friday 27 Nov	Saturday 28 Nov	Sunday 29 Nov
RES English Mrs V Collier	THAW Art Mrs E Pearson	TDWI Art Mrs E Pearson	TSAG Art Mrs E Pearson	CLE 1806 Art Mrs E Pearson		THAW English Mrs D Bradshaw
RES English Mrs D Bradshaw	TLFAD Drama Mr M Yates	TDWGT Design Technology Mr M Yates	TSRA Art Mrs E Pearson	TDWI Art Mrs E Pearson		BCF French Mr C Bradshaw

Step Two

On the drop-down menu, select 'Blended Learning'



Step Three

This will display the remote learning work that a pupil should be completing at home

Step Four

Click on the subject. This will outline the lesson and direct pupils to access Microsoft Forms

How does my child access Microsoft Teams?

Microsoft Teams is accessed by logging in to www.office.com.

The link below gives guidance for using Microsoft Teams. It also includes links to a YouTube series of video tutorials.

 [Teams Resources Guide - Pupils.docx](#)

Microsoft Teams does not allow us to give parents access so this is why we are continuing to use Class Charts to be able to share an overview of the learning set and to record when work has been submitted or not. This enables parents to support their child to maintain a structured approach to remote learning and to check that work has been submitted on time.



Supporting your
child/ren with
remote learning

How can parents support pupils to learn from home?

1. Establish routines and expectations

It is important to develop good habits from the start. Use the school timetable as a framework for creating your home routine. Encourage pupils to get up, get dressed and ready to learn at a reasonable time. Keep normal bedtime routines, including normal rules for digital devices. Adjust schedules to meet everyone's needs but don't default to staying up late and sleeping in.



2. Choose a good place to learn

Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that's dedicated to school-focused activities. Make sure it is quiet, and free from distractions. Keep doors open, and practice good digital safety.

3. Stay in touch

Teachers will continue to be contactable via staff email addresses which can be found on the school website. Please remember that we operate a policy of 48 hours (Mon-Fri) to expect a response to enable teachers to manage their full teaching commitments. Teachers will aim to respond as soon as possible.

4. Help pupils 'own' their learning

No one expects parents to be full-time teachers or to be educational and content matter experts. Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice.



5. Begin and end the day by checking-in

In the morning, you might ask:

- What subjects do you have today?
- What resources do you need?
- What can I do to help?

At the end of the day you might ask:

- How far did you get in your learning activities today?
- What did you discover? What was hard?
- What could we do to make tomorrow better?
- Have you submitted your work on Microsoft Teams?



These brief grounding conversations matter. Checking in helps pupils to process instructions they received from their teachers, and it helps them organise themselves and set priorities – older pupils too. Not all pupils thrive in remote learning; some struggle with too much independence or lack of structure. These check-in routines can help avoid later challenges and disappointments. They help pupils develop self-management and executive functioning that are essential skills for life. Parents are good life coaches!



*What to do if you
need help*

What if you encounter any problems with accessing work?

Please contact us so that we can help you. Sending an email to your child's form tutor or the relevant class teacher is the best way of getting the help that you need.

All staff email addresses can be found on the school website. Please understand that it may take up to 48 hours for a member of staff to respond to an email given their teaching commitments but they will endeavour to respond to you as quickly as possible.



If your problem is related to IT, please contact helpdesk@celtrust.org and one of our IT team will respond to find out what your challenge is and how we can overcome it.

How can the school support with online access?

The minimum requirements for accessing remote learning is a smartphone with Internet connection. A survey completed in the autumn term indicated that the vast majority of pupils have access to at least this.

The school has been allocated a small number of basic laptops that we can loan to families who do not have a way of accessing online learning. In addition, we can support with access to the Internet.

If you are struggling with accessing the Internet, please let your child's form tutor know.