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Remote education provision at Ponteland High School

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education during the period of school closure.

Contents

The discrete sections address the following areas:

1. **Will my child be taught broadly the same curriculum as they would if they were in school?**
2. **Remote teaching and study time each day**
3. **Accessing remote education**
 - 3.1. **How will my child access any online remote education you are providing?**
 - 3.2. **If my child does not have digital or online access at home, how will you support them to access remote education?**
4. **How will my child be taught remotely?**
5. **Engagement and feedback**
 - 5.1. **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**
 - 5.2. **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**
6. **Safeguarding**
7. **How will you assess my child's work and progress?**
8. **Additional support for pupils with particular needs**
 - 8.1. **How will you work with me to help my child who needs additional support from adults at home to access remote education?**
9. **Remote education for self-isolating pupils**
 - 9.1. **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**



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1. Will my child be taught broadly the same curriculum as they would if they were in school?

We will continue to deliver a broad, balanced and accessible curriculum to all students working remotely from home. The principles underpinning this are:

- We teach the same curriculum remotely as we would do if we were in school
- There are occasions when we need to make some adaptations to some subject areas, for example:
 - We will not deliver core PE remotely due to the physical nature of the subject.
 - We will pause our delivery of RSE (Relationships, Sex and Health education) because of the sensitive nature of the content, which we feel is best taught in person
 - We will continue to address the wider pastoral elements of the curriculum through our online assembly programme and weekly Form Tutor catch up. We will also consider physical health through online delivery and ideas within our tutor time delivery.

2. Remote teaching and study time each day

Our approach to remote teaching is that all year groups, i.e. Years 7-13 will follow their individual timetables. The timetables operate on a 2-week basis with 25 x 1hr lessons per week; 5 lessons per day. The timings of the day are:

Live Tutor time (weekly):	9.00-9.15am
Lesson 1:	9.15-10.15am
Lesson 2:	10.15-11.15am
Break:	11.15-11.35am
Lesson 3:	11.35-12.35pm
Lesson 4:	12.35-1.35pm
Lunch time:	1.35-2.25pm
Lesson 5:	2.25-3.25pm

As a general rule:

- Students will receive work throughout the school day equivalent to 5 hours of guided learning
- Teachers will provide direct contact through a 'live' element of teaching for 15-20 minutes at the start of each 1 hour lessons
- Students will access a further 5-10 minutes of teacher contact at the end of the lesson to check progress or ask questions relevant to the lesson
- Students will receive face to face contact with their Form Tutor at least once every week



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3. Accessing remote education

3.1. How will my child access any online remote education you are providing?

Our preferred delivery model will be the Google IT platform, which we use in school and students are already familiar with. Work will be shared by teachers via a discrete Google Classroom for each subject/class. From the Google Classroom, each student will be able to access:

- live teaching through a weblink to Google Meet (occasionally Zoom)
- remote learning resources
- options to submit work online

Students can access our remote offer using a variety of digital devices, e.g. laptops, Chromebooks, tablets and iPads. All devices will require internet access and students should note that Apple iOS devices can sometimes alter the formatting of documents.

Departments will also use a variety of ICT resources to develop assessment and feedback.

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

We understand that some pupils may not have a suitable device to work with at home therefore we can offer the following:

- Those students who cannot access a remote learning device have access to the loan of a Google Chromebook from school; parents need to complete the Google Form [here](#) and then arrange to come into school to collect it
- All of our Chromebooks are webcam and microphone enabled, allowing the necessary live interactions with teachers during lessons
- Where students have significant internet issues, the school has access to a small number of 4G routers, which can be borrowed from school upon request (please note our supply of these is very limited)
- Where remote access is difficult, the school will organise hard copies of learning materials upon request and ensure these are posted along with paper resources to support learning
 - Parents can collect additional materials from school via appointment if preferable to posting



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4. How will my child be taught remotely?

We know from our experiences since March what tends to work and what doesn't. All staff have been excellent at trialling different strategies and adapting their approach so that it is more effective in supporting learning. Key observations have included:

- Access to an appropriate device is essential for students
- Students of all ages struggle to manage their workload and can quickly become disenchanted especially if there is little or no contact with teachers
- Students benefit from access to their teacher through:
 - Live virtual connections
 - Screencastify videos
- Google Classroom is an ideal platform for sharing resources and lesson material

In our most recent communication to parents we advised that online 'live' lessons would follow a 3-part lesson format. The plan is to utilise this for all lessons (as per the table below) from Monday 11 January.

3-part online lesson structure for remote learning		
	Preferred approach	Fall back position*
Part 1: Teacher input 15-20 mins	Teachers use Google Meet to connect in real time with the class to: <ul style="list-style-type: none"> ● Review any previous learning (Retrieval activity) ● Set the context for the lesson ● Provide explanations for student led activity ● Provide any direct instruction/teaching 	Teachers prepare a Screencastify video to act as an introduction to the student led activity
Part 2: Student activity 20-30 mins	Teachers plan an activity or series of activities that follow on from the introduction. These activities should help to develop key knowledge and understanding.	
Part 3: Review and consolidation 5-10 mins	Teachers use Google Meet to briefly review student learning and answer any immediate questions. They may also signpost what the focus of the next lesson will be.	Teachers will share a class Google Doc that enables students to record any questions they have.
Lesson resources and materials	These will all be available on Google Classroom and easily accessible	



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* I am aware that we have a number of teachers who will also have to manage looking after very young children if working at home therefore the option of preparing in advance Screencastify videos and Google Docs (for review) is to enable them to follow a similar lesson format for the purposes of consistency whilst at the same time providing some flexibility. The Google Doc is to avoid a multitude of email questions but rather to gather them in one place. We do need to acknowledge the importance of students being able to engage in real time with their teachers so I would hope that all classes would be able to experience this most weeks for at least some of their lessons.

Some additional examples of remote teaching approaches:

- live teaching
• recorded teaching (Screencastify video)
• work uploaded to Google Classroom
• printed paper packs or workbooks emailed or posted home
• textbooks and reading books pupils have at home or shared by departments
• Web based commercial platforms such as Active Learn and Educake
• long-term project work where appropriate, for example, Non-Examined Assessment material in some KS4 and KS5 subjects
• Pastoral support through Form Tutor Google Classroom contact (weekly)
• School assembly programme (recorded video)

5. Engagement and feedback

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

We expect all students to engage fully in remote learning so that lost learning is kept to an absolute minimum. As we are following a familiar timetable and timings, with ready access to the class teacher, we believe that students will require limited support from home. We are confident that our approach will provide students with a clear structure enabling them to progress well through learning but it does require commitment on their behalf to ensure good attendance and meaningful participation in live lessons.

We recognise that some students may find this approach to learning more challenging than others for a variety of reasons. Where this is the case we will work flexibly with parents to manage any constraints or difficulties in accessing the full curriculum. Our wider Pastoral support team will also engage with parents and students on an individual basis in such situations.



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Whilst we trust that our approach places fewer demands on parents we do know that parents play a vital role in supporting their child whilst working at home. Parents can support both the school and their child by:

- Ensuring students are dressed appropriately and ready to engage in learning by 9.00am every day
- Ensure students have access to the necessary equipment for learning
- Where required, complete the Google Form to request the loan of a Chromebook and arrange to collect it from school
- Take an active interest in what your child has been learning through conversations about what they have studied and learned as this will promote greater understanding
- Support good online participation and behaviours

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

We will check levels of engagement through:

- Taking a lesson register and recording attendance on SIMS (our Management Information System)
- Monitoring lesson attendance data; this will be undertaken by the years group Pastoral team
- Monitoring engagement with academic work through year group subject trackers that are completed by subject teachers

Where concerns arise about attendance and/or work completion we will contact parents

6. Safeguarding

We have clear guidelines and expectations for both students and staff around online learning and live lessons - see PHS Safeguarding in remote education: January 2021, which is available on the school website.

We have identified potentially vulnerable students and have a regular contact plan in place for those students; this is led by our pastoral teams.

Staff and students are encouraged to raise any concerns, no matter how minor they feel they may be, to a trusted person and/or key individuals including:

- Lyn Robinson (Designated Safeguarding Lead)
- Kieran McGrane (Headteacher)
- Jim Balkwill (Deputy Headteacher)
- Stefan McElwee (Deputy Headteacher)

Where concerns are raised they will be managed sensitively and professionally. We will investigate any and all concerns to verify the facts and take appropriate action as required. Investigations into student absence from lessons will carefully consider all evidence to ensure



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safety of students is paramount in our considerations. Where appropriate we will work closely with parents and outside agencies.

7. How will you assess my child’s work and progress?

Ongoing assessment and feedback is incredibly important and a crucial component of remote learning. The school will continue to regularly assess student progress in each subject area through a variety of effective strategies.

Each department will utilise a broad range of assessment strategies with the clear aim of enabling our students to recognise what they are doing well, where there are mistakes or misconceptions and what they need to do to improve. Feedback can take many forms and may not always mean extensive written comments for individual students. Our approach to feeding back to pupils will vary and some of these strategies may include:

- PENS (Positive, Errors, Next Steps & Student Response) feedback on key pieces of work
- Effective and directed questioning to establish student understanding during live segments of lessons
- Apps and extensions to enable quick and effective feedback, e.g. Google Rubrics, Kami or Mote
- Retrieval practice activities as a component part of ‘live’ lessons
- Review and marking of homework activities
- Others as appropriate to the assessment plans of each individual department

8. Additional support for pupils with particular needs

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

We recognise and understand that some pupils, for example, some pupils with special educational needs and disabilities (SEND), may not be able to fully access remote education without support from adults. We are aware of the demands this may place on families therefore we will work with parents and carers to support those pupils to replicate the support in school as much as we can, while utilising technology to offer additional support to students with additional needs. Specifically this could include:

- Attending school each day if the student has an Education & Health Care Plan (EHCP)



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- We have Curriculum Support Assistants (CSAs) available to provide personalised support to access the remote education offer
- Most SEND students will be able to independently access the live Google lessons and access resources such as videos and presentations in Google Classroom
 - They can revisit and review these to provide consolidation
- The SEND team has recommended the use of free text to speech apps that help support students who struggle with reading and processing text.
 - Students can watch pre-recorded videos to help them access these apps via their Google classrooms.
- All EHCP students have a named Curriculum Support Assistant who is in regular contact with parents, teachers and the student
 - Where necessary, the CSA can also join live lessons and offer support.
- All teachers have been given guidance and strategies designed to best to support SEND students via live lessons
- Parents can contact Lyn Robinson (SENDCo) at any time for additional advice and support.

9. Remote education for self-isolating pupils

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

The simple answer is that it won't.

During the period of main school closure, self-isolating students will still be expected to access and engage in their live lessons; this assumes that their health allows for this. Work will also be set on the Google Classroom for each subject area so that students can continue to access their curriculum studies at home.

When we return to full time education self isolating students are invited to join lessons in real time via Google Meet or Zoom so that they can join their class and not miss out on the benefits of being in the lesson with their teacher.

Kieran McGrane
25 January 2021