



## **Remote education provision at Ponteland High School 2024-25**

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

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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 RSHE (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 most significant pastoral elements of the curriculum through our online assembly programme.

## 2. Remote teaching and study time each day

If the school has to close for a significant period of time then our approach to remote teaching will be 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

- 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 online contact with their Form Tutor once every week

## 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:

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- 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. Although Google applications work on most smartphones we would encourage students not to use such devices for live lessons due to the size of the screen and the difficulty with word processing.

### **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 contact the school to request a loan device.
- 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

## **4. Engagement and feedback**

### **4.1. 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.

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, contact the school to request the use of a loan Chromebook.
- Take an active interest in what your child has been learning through conversations about what

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- they have studied and learned as this will promote greater understanding
- Support good online participation and behaviours.

#### **4.2. 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 year group Pastoral team
- Monitoring engagement with academic work through Google Classroom submissions

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

### **5. Safeguarding**

We have clear guidelines and expectations for both students and staff around online learning and live lessons - see Appendix.

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)
- Jonny Greenshields (Deputy Headteacher)
- Stefan McElwee (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 safety of students is paramount in our considerations. Where appropriate we will work closely with parents and outside agencies.

### **6. 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

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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

## **7. Additional support for pupils with particular needs**

### **7.1. 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 school support 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) and the building is open.
- 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.

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## Appendix - Remote education: safeguarding procedures and expectations

**Live lessons: To ensure that our safeguarding practices are secure the following procedures are agreed upon by teachers and observed at all times:**

- Teachers take a register and input this information to SIMS during or as soon after the lesson as possible
- Lessons follow a student's and staff member's individual timetables
- Students and staff are to only use a school (ponthigh) Google account when joining a lesson.
- Students need to mute their microphones on entering the lesson but have their camera-enabled for the live elements of the lesson
  - enabling the camera allows the teacher to verify the identity of the student
  - enabling cameras is also beneficial in supporting the teacher to meaningfully interact with students and assess levels of engagement
  - refusal to enable the camera after a teacher request will result in the student being removed from that Google Meet lesson
- Staff and student's use of language should be appropriate and professional at all times
- Students should not record any of the lesson on a separate device or take screenshots or photograph of the screen
  - If the school becomes aware of this taking place or of material from a lesson being posted on a social media platform we will make full use of the school sanctions identified in the Behaviour Policy
- Lessons should cater for classes, i.e. multiple students, therefore there should be very limited 1-2-1 meetings between a member of staff and a student, and only when specifically sanctioned by a member of the Senior Leadership Team (SLT)
  - 1-2-1s may be possible, for example, to address EPQ issues or Y11 into 6th form interviews, however, this should be agreed upon with a member of the SLT in advance and the meeting should be recorded
- Staff and students must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas
  - Where possible all participants should 'blur their background' (Google Meet), which is easily done by clicking on the three vertical dots in the right-hand corner of the screen
- All 'live' classes must be recorded and backed up on Google Drive (this is done automatically), so that if any issues were to arise, the recording can be reviewed
- The 'live' element of classes should be kept to a reasonable length of time in line with our 3-part lesson format
- The language of all participants must be professional and appropriate at all times
- The PHS ICT Acceptable Use policy applies at all times
- A teacher should raise any concerns of poor behaviour with their RAL in the first instance unless the matter is sufficiently serious to warrant raising this with a member of SLT
- Teachers should, wherever possible, note any noticeable changes in a student's behaviour that may raise concerns about their well-being or mental health; this should be brought to the attention of the Pastoral Leader and/or DSL immediately

### Retention of 'live' lesson recordings

It is highly likely that these recordings constitute personal data because they contain personal images of identifiable people therefore it falls under the scope of GDPR. In clarifying our rationale and practice with regard to recording lessons, please note the following:

- We will record all visual and audio content for the duration of the live lesson

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- The recording ensures that we can respond to any concerns or complaints raised by a teacher, student or parent about an incident occurring during a live lesson
- The recording is accessible by the teacher through their Google Drive and, upon request, by the Headteacher who may need to view it to address a complaint

Data protection suggests four tiers of retention for recordings:

- Short term: date of first recording plus 1 month
- Medium Term: 1 year
- Long Term: 5 years
- Very long term: until the pupil is 25 years of age or older

In the vast majority of cases, the recordings will be retained by the teacher for a 'short term' period, i.e. date of first recording plus 1 month. If a teacher believes that a recording should be held in the medium term, i.e. up to 1 year, they need to raise this with the Headteacher to explain their justification. If agreed the recording will be retained by the Headteacher rather than the individual teacher.

### **Potential safeguarding risks**

Unfortunately, the situation nationally is that the main risk to consider is about inappropriate actions by the adult leading the live learning. Students can also behave inappropriately themselves.

Key risks may include:

- Not maintaining professional standards
- Grooming behaviours
- Attempts to move a student onto another IT platform, or account or to access them by phone or text
- Setting up a separate, unmonitored lesson time or account
- Inappropriate use of chat messaging on the platform, and deleting those messages
- Inviting unauthorised adults into the platform
- Contacting teachers out-of-lesson time
- Stalking-type behaviours
- Inappropriate conduct during lesson time
- Inviting other students in to the 1-2-1 lesson who then behave inappropriately
- Unauthorised making and/or sharing recordings
- Cyberbullying

If a member of staff becomes aware of any practices that flag concerns they need to bring this after to the attention of the Designated Safeguarding Lead (DSL), Lyn Robinson. Alternatively, this can be raised with the Headteacher or Deputy Headteachers.

If a student or parent has any concerns they should raise them immediately with a trusted member of staff and/or they can contact one of the named individuals above.

Monitoring the use of 'live' lessons

1. SLT may drop into any 'live' lesson at any time; the online version of entering a classroom
  - a. This can be managed through the Admin feature
2. RALs should be able to drop into any 'live' lesson as part of their ongoing monitoring of the quality of provision

### **Approval and review** **Reviewed and Revised: June 2024**

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**Reviewer: J Greenshields**  
**Approved by Governors:**  
**Next Review: July 2025**

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