

Longley Park

SIXTH FORM

Remote Learning A Parents Guide



Distance learning presents incredible challenges and opportunities for teachers, parents and students. This year's changing circumstances call for great flexibility and resilience as learning moves from home to Sixth Form and back again.

We acknowledge that everyone's circumstances are different. More focused and independent learning from home is easier for some students and families than others. Even very digitally-savvy young people may struggle with educational technology. While some aspects of education may not transfer easily to online environments, students can still learn new skills and develop important personal and academic competencies in distance learning environments. We remain committed to providing a remote learning experience as close to the "real classroom" as possible.

This guidance will outline our Remote Learning arrangements, expectations and support by providing clarity and transparency for all parents.



REMOTE LEARNING TIPS

1. Establish routines and expectations

It is important to develop good habits from the start. Create a flexible routine and talk about how it's working over time. Chunk days into predictable segments using your child's timetable as a starting point. Students should get up, get dressed and be ready to learn as if they were travelling into the sixth form.

2. Choose a good place to learn

Your family's regular learning space for occasional homework might not work for extended periods. Where possible set up a physical location that's dedicated to learning-focused activities. If possible, make sure it is quiet, free from distractions and has a good internet connection. Keep doors open, and practice good digital safety. Our teachers and tutors will do the same.

3. Stay in touch

Teachers will mainly be communicating regularly through our online platforms and virtual learning environments including Google Classroom, email and text. Our teachers and tutors may also be in contact via telephone. We will also use Cedar for recording progress, commendations and concerns. If any concerns are raised by the teachers or tutors, contact will always be attempted with students and parents before information is recorded in Cedar. If you have concerns, let someone know.

All parents/ carers can access their child's individual Cedar - if you are unsure of your login details please contact your child's tutor.

4. Help students '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. At Longley Park, your child usually engages with others students and any number of adults hundreds of times each day. Many of these social interactions will continue from a distance, but they will be different. You cannot replace them all, and that's OK.

5. Begin and end the day by checking-in

In the morning, you might ask:

- What classes/subject do you have today?
- Do you have any assessments?
- How will you spend your time?
- 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 tasks today?
- What did you discover? What was hard?
- What could we do to make tomorrow better?

These brief grounding conversations matter. Checking in supports students to process instructions they have received from their teachers, and it helps them organise themselves and set priorities. Not all students thrive in distance learning; some struggle with too much



independence or lack of structure. These check-in routines can help avoid later challenges and disappointments. They help students develop self-management and executive functioning that are essential skills for life.

8. Manage stress and make the most of an unusual situation

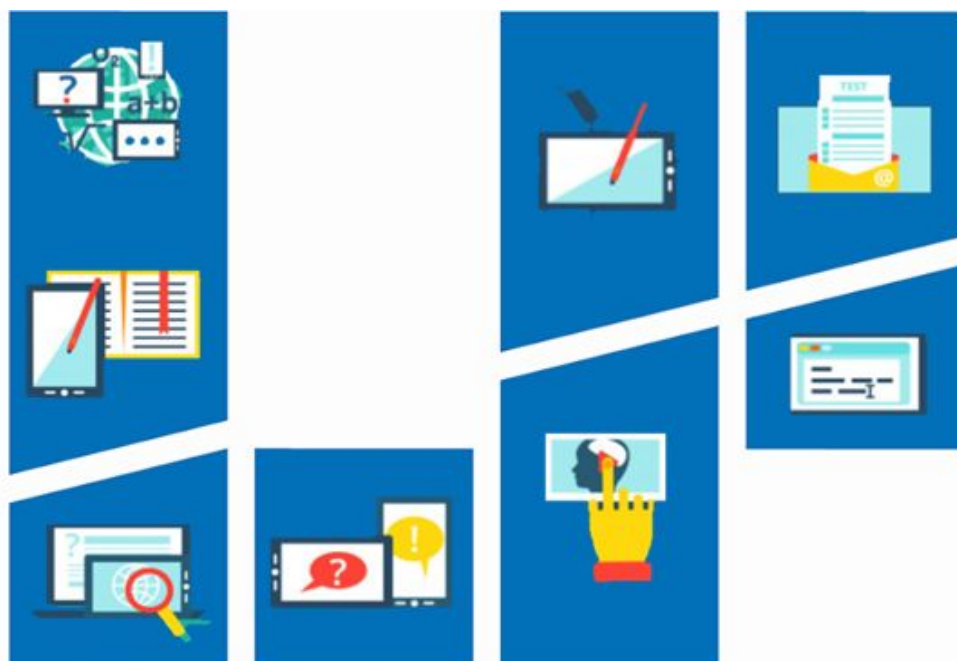
We are going through a time of major upheaval to our normal routines and ways of life, and there's a great deal of anxiety in the world right now. Emotions may be running high, and your child may be worried or fearful; as parents you may also be stressed and worried. In these circumstances, it's often possible to reframe challenges as opportunities: for spending time together, discovering new ideas and interests, investing energy and attention in activities that often get pushed aside by everyday tasks and responsibilities. Experts advise that it's a good idea to slow down, find beauty, enjoy unexpected benefits, and express gratitude by helping others.

9. Monitor time on-screen and online

Distance learning does not mean staring at computer screens seven and half hours every day. Teachers will aim to build in variety, but it will require some trial and error before everyone finds balance between online and close-space offline learning experiences. Work together to find ways to prevent 'down time' from becoming just more 'screen time'.

10. Connect safely with friends, and be kind

The initial excitement of the sixth form being closed faded quickly when students started missing their friends, classmates, and teachers. Encourage contact with friends through social media and other online technologies - our live lessons will help support this. Students can also create their own peer learning groups with fellow students where they can discuss tasks and support each other. Remind everyone to be polite, respectful and appropriate in their communications. Report unkindness and other problems so that everyone maintains healthy relationships and positive interactions.





Timetable

How much remote learning should you expect your child to be doing?

Our remote learning approach is blended. This means there will be a variety of online “live” learning sessions with independent tasks and assignments.

All students should follow their normal timetable (which can be accessed on Cedar - see example below)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00	A	C	ART/3AL/120/E/We1E (Wed 09:00) Block: E Room: G01 Teacher: Clarke, Lauren Module: A Level Art & Design ...	PHO/3AL/120/B/RL (Thu 09:00) Block: B Room: RL Teacher: Pass, Tim Module: A Level Art & Design ...	TUT/3AL/120/6/Fr2D (Fri 09:50) Block: D
10:00			ART/3AL/120/E/We3E (Wed 10:30) Block: E Room: G01 Teacher: Clarke, Lauren Module: A Level Art & Design ...		
11:00	A	C		A	ARD/3AL/120/F/RL (Fri 10:55) Block: F Room: RL Teacher: Raynor, Ben Module: A Level Art & Design ...
12:00	PHO/3AL/120/B/Mo4B (Mon 11:50) Block: B Room: G73 Teacher: Pass, Tim Module: A Level Art & Design ...	MAT/3CE/120/D/RL (Tue 11:50) Block: D Room: RL	ARD/3AL/120/F/We4F (Wed 11:50) Block: F Room: G04 Teacher: Raynor, Ben Module: A Level Art & Design ...		
13:00					
14:00	PHO/3AL/120/B/Mo3B (Mon 13:40) Block: B Room: G73 Teacher: Pass, Tim Module: A Level Art & Design ...	MAT/3CE/120/D/Tu5D (Tue 13:20) Block: D Room: S04 Teacher: Ringrose, Ruth Module: Level 3 Certificate in ...	ARD/3AL/120/F/We5F (Wed 13:40) Block: F Room: G04 Teacher: Raynor, Ben Module: A Level Art & Design ...	C	ART/3AL/120/E/RL (Fri 13:20) Block: E Room: RL Teacher: Clarke, Lauren Module: A Level Art & Design ...

Monday		START	END	ACTIVITY	BLOCK	PERIOD	ROOM	TEACHER
		11:50	13:00	PHO/3AL/120/B/Mo4B - PHO/3AL/120/B/Mo4B (Mon 11:50)	B	4	G73	Pass, Tim
		13:40	15:00	PHO/3AL/120/B/Mo5B - PHO/3AL/120/B/Mo5B (Mon 13:40)	B	5	G73	Pass, Tim

Tuesday		START	END	ACTIVITY	BLOCK	PERIOD	ROOM	TEACHER
		11:50	12:40	MAT/3CE/120/D/RL - MAT/3CE/120/D/RL (Tue 11:50)	D	4	RL	Ringrose, Ruth
		13:20	15:00	MAT/3CE/120/D/Tu5D - MAT/3CE/120/D/Tu5D (Tue 13:20)	D	5	S04	Ringrose, Ruth

Wednesday		START	END	ACTIVITY	BLOCK	PERIOD	ROOM	TEACHER
		09:00	10:15	ART/3AL/120/E/We1E - ART/3AL/120/E/We1E (Wed 09:00)	E	1	G01	Clarke, Lauren
		10:30	11:45	ART/3AL/120/F/We3E - ART/3AL/120/F/We3E (Wed 10:30)	E	3	G01	Clarke, Lauren
		11:50	13:00	ARD/3AL/120/F/We4F - ARD/3AL/120/F/We4F (Wed 11:50)	F	4	G04	Raynor, Ben

It is important to note the Start and End times of each lesson

The teacher of the session is detailed here – if you need to make contact use the 1st initial and surname – e.g. tpass@brigantiastrust.net

For every timetabled session we have set the following expectations:

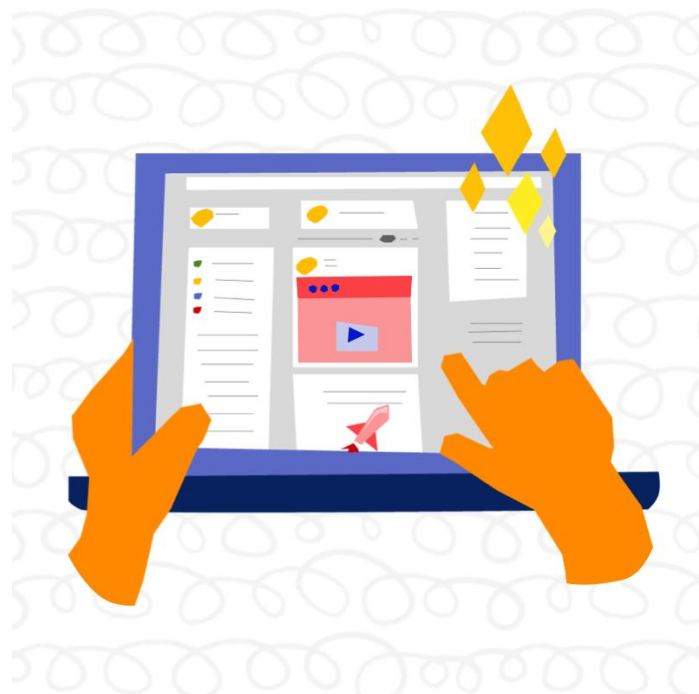
- A minimum of 30 minutes “live learning”
 - This won’t always be 30 minutes in one chunk - teachers may split the 30 minutes into 2 or 3 chunks to support completion of tasks
- The important elements of the live sessions will be recorded and students can access these on their Google Classroom - this is a great revision tool and can offer extra support for completing independent tasks. It isn’t however, a full replacement for live lessons.
- There is an expectation that students join the live sessions unless circumstances prevent this
 - If a student is experiencing difficulties, such as access to a device or internet connection, personal circumstances or illness they should contact their teacher/ tutor to let them know and can access the lesson at a later time - students will be



offered the opportunity to come into the sixth form in our ILC (Independent Learning Centre) to complete work with access to IT.

- Students attendance in online sessions will be recorded and monitored - if a student cannot access the live session (for a specific reason as above) they will be given a D (Deferred mark) when they complete the work. (A Deferred mark will not negatively impact upon their overall attendance)
- In addition to the 30 minutes of “Live Learning” teachers will be available for the entire timetabled session for students to ask for support if needed.
- The timetabled session will follow a blended approach - a mixture of live learning and tasks for students to complete

Engagement in remote learning is extremely important - whilst we await confirmation from the Government and Exam boards regarding end of course grades and arrangements it is important that students continue to learn and demonstrate progress.



Technology

To support our live learning and the use of Google Classroom, access to a device is important.

We understand that some students do not have access to a laptop and we continue to work with students to supply devices where needed - If you have any concerns about access to a device please contact us and we can give an update.

Internet Connection - If students are using a phone or tablet to connect to live lessons (whilst awaiting access to a laptop) but have issues around Data, please let us know. We have access to Data Sims to support students.

Google Classroom - this is our main platform for learning. For each of your child's classes/ courses they will have access to a Google Classroom. This platform can include all learning resources and tools for a course:

- Links to live sessions
- Recordings of previous lessons
- Tasks and worksheets
- Links to other resources
- Formal assignments



Online Safety/ Protocols

Safeguarding and the welfare of our students continues to be our top priority. We have set out protocols for remote learning to support this and continue to follow safeguarding procedures.

Protocols:

When attending a live streamed and/or recorded lesson, students should –

- Turn their camera and microphone off
- Only turn their microphone and/or camera on at the direction of the teacher
- Conduct themselves as they would in a classroom setting, maintaining Sixth Form expectations of behaviour
- Dress appropriately - as they would if attending the sixth form for lessons

You can expect the following from our teachers/ tutors when lessons are live streamed:

- Sessions are streamed and recorded against a neutral background
- Nothing personal will be shown
- Sessions will be private to the group
- Appropriate dress will be worn
- Consideration of other tabs open in the browser, if sharing the screen.
- Use of professional language at all times
- Implementation of sixth form expectations of behaviour

If you have any concerns about these protocols not being followed please contact the sixth form as soon as possible. Likewise, if you have any concerns around safeguarding please email safeguarding@longleypark.ac.uk

There is a wealth of information available about general e-safety. You can use the following links or visit our website for more information

www.longleypark.ac.uk

<https://nationalonlinesafety.com/wakeupwednesday/safe-remote-learning-in-education-how-to-ensure-safer-use-of-technology>

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

<https://www.bbc.co.uk/bitesize/articles/zctjtkty>

Students will also be offered information through our Tutorial programme



Communication

Communication between staff, students and parents/ carers is extremely important in supporting the remote learning process.

Students can contact their teachers/ tutors through the following methods:

- Email
- Google Classroom

Teachers will contact parents and students through the following:

- Email
- Text
- Google Classroom
- Telephone

Parents can contact teachers through the following methods:

- Email to specific teachers/ tutors (example given with timetable - Page 5)
- Email to general enquiries - enquiries@longleypark.ac.uk
- Telephone - 01142625757 - main switchboard

Further Support

If you have any general questions or queries around remote learning we will be running live Q&A sessions for parents. The links to the sessions will be sent via text and email and you will be able to ask specific questions to a team of staff.

