

# Remote Learning Guidance for Parents and Students



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## Purpose statement

This information is intended to provide clarity and transparency to students and parents (or carers) about what to expect from remote learning if local restrictions require individual entire cohorts (known as bubbles) to learn from home. This document will also set out what parents and students should expect when individual students are self-isolating and accessing learning from home.

## The current landscape within educational settings

When determined by the Government and local authorities, academies will operate as usual and students attend classroom lessons. However, on any day, any number of students may be required to self-isolate and must be able, through support and well-developed systems, to independently access high quality remote learning. Depending on the number of self-isolations, length of absences and operating level of the Academy, students will broadly fit into one of FOUR categories. This category will determine the balance of learning accessed on site or remotely.

Category	Description	Access to Learning
1	Attending the Academy with no need to self-isolate. Lessons and subjects are taught and accessed on site within classrooms (with strict adherence to distancing rules)	On site remote learning tools available for reference and home learning
2	Self-isolating due to contact with confirmed cases, symptoms, or proximity to other students with confirmed cases	Off site lessons accessed through remote learning
3	Self-isolating due to a bubble closure	
4	Enforced absence due to full Academy closure, as directed by Public Health England	

## What is remote learning?

Remote learning is a term used to describe any learning that takes place through an online system, in place of physical classroom lessons attended on site. A common example of remote learning would be a teacher led video meeting that a student 'attends' from home, which enables the student to continue making progress. Remote learning provides opportunities for students to access lesson resources that would have been covered within the classroom, as well the opportunity for extended learning opportunities, should they not be able to attend physical lessons. Remote learning enables students to take part in live learning opportunities when appropriate, as well as access materials after the lesson to catch up or use for reference.

The remote learning offer at Thornhill Community Academy is based on the following programs on devices within and outside of the Academy -

- Microsoft Office 365
- Microsoft Teams
- Remote Apps

These systems are made available to every student free of charge and via an email login, which can be accessed at [www.office.com](http://www.office.com)

**Support with accessing and using remote learning tools can be found in the Accessing Remote Education – [Guides for Parents and Students section of this guide](#).**

**If students have limited or no access to digital devices, please consult the [Getting support with accessing remote education section of this guide](#).**

### **How does remote learning fit into regular learning?**

When students are attending the Academy, teachers will also be posting the lesson materials and resources being used within lesson into the class Teams area for that specific subject. This will give them an opportunity to revisit lesson material and ensure that students have fully understood the content that has been covered. This is an ideal place to start when revising and students will be able to access all lesson content and review learning. Should a student be absent from lessons, they can access the materials as uploaded by teachers to maintain a high level of study. Material will be adapted to ensure, where practical and possible, content mirrors that which is taught in lessons. Where feasible, teachers will invite students to attend 'live' lessons, which take place through a meeting in Microsoft Teams and can be accessed at home. These will follow the content delivered within the Academy (where possible) and will ensure that the impact of absence from classroom lessons is lessened.

### **The remote curriculum: what is taught to students at home?**

In the event of a student having to learn from home, every subject has been adapted to be accessed remotely. Students will be able to access much of the curriculum on offer while in the Academy, albeit with some adjustments for some subjects where the delivery of practical elements is no longer possible (such as Design Tech, Food Technology, Music, Drama and PE). In all subject areas, curriculum planning will have been put in place to adapt the delivery of lesson content to fit the remote learning model. For example, an editable document will have been uploaded in place of a handout worksheet. Students will be invited to Teams for each subject by their teachers. Within each team will be regular assignments and lesson meetings, timed according to the student's timetable. Students will be able to login to the meetings at these times and join in with lessons as they are being delivered by teaching staff.

The number of mainstream lessons students will have access to is shown in the table below:

<b>Year</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
Number of Timetabled Lessons					
Core subjects (English, Maths and Science)	5	5	5	6	6
Humanities, MFL, PE, Creative Subjects (KS3)	5	5	5		
GCSE / Vocational Options (KS4 Only)				4	4

## **Getting set up – preparing for remote learning**

All students will have been provided with a username and password for Microsoft Office 365, in the form of a sticker in their planner. This can be used to log into the computers at the Academy, as well the remote learning systems at home. Students will have also been shown how to use Microsoft Teams to access remote learning in the event of needing to stay at home. Parents and students can email [ITsupport@sharemat.co.uk](mailto:ITsupport@sharemat.co.uk) or call reception on 01924 324890 in the event of forgetting login details or needing a password reset.

To access remote learning, students will need access to a device capable of connecting to the internet and running at least a web browser. This could be in the form of a desktop computer, laptop computer, tablet (iPad or equivalent) or smartphone that apps can be downloaded onto. The device will need access to the internet through a web browser (we recommend Microsoft Edge or Google Chrome).

If a student does not have access to a device capable of accessing remote learning or there is no device in the home, the Academy may be able to offer support. The Department for Education has provided laptop devices which can be loaned to students for the length of their absence. Parents or students should contact the Academy reception in the first instance and should there not be a device available, students can be added to a waiting list. Students will be prioritised for device support based upon eligibility for free school meals, being looked after or having additional educational support plans in place.

We recommend that students download the Microsoft Teams application to easily access lesson meetings and resources set by teachers. This is also available on smartphones or tablets and is completely free of charge. Once downloaded, students can use their username and password to login and access lessons.

Alternatively, students can use a web browser to access Office 365. They can use [www.office.com](http://www.office.com) and input their username and password to login

A video guide for getting setup for remote learning can be found below

[Student guide to Teams](#)

## **Using Remote Learning – what to expect when students are sent home**

When a student is sent home, it is expected that they will be able to immediately transition from classroom to remote learning by using their device and either the Microsoft Teams app or Office 365 through a web browser. Students will have lesson books at home already and will be expected to continue working in them as instructed by teachers in remote lessons or on digital documents set within remote lessons. The type and level of remote learning students will be offered will be determined as below:

- If an individual student or a small group of students are sent home, for the length of their absence they will be able to access adapted resources through Microsoft Teams in the form of assignments. In keeping with the student's timetable, the quantity of work set will be equivalent to that of

the duration of lessons each day. Lesson work set should be completed and submitted to teachers as instructed (either in books or digitally within Teams).

- Where significant numbers of students or an entire bubble is sent home, lessons will move to a full remote model with assignments set as above and live timetabled lessons will be set by teachers. Students will be invited to attend the live sessions which will follow each student's timetable and run for the same length as standard lessons.

In all cases of working from home, students can expect –

1. To be set lesson tasks for all subjects within Microsoft Teams, that follow the student's timetable, for each day of their absence from the Academy.
2. Tasks will be adapted to be accessible from home.
3. Lesson content that will broadly mirror planned curriculum for each subject (as would be delivered in the Academy).
4. Access to support from teaching staff by email and chat facility during remote lessons.
5. To receive feedback from teachers on work completed remotely, as would be offered in classroom lessons, and in line with safe Covid working practices.

### **Remote Learning – A typical day**

Our timetable currently offers two 'super' lessons per day, one running from 8:40 to 11:30, the other running from 11:30 (for Year 8, 9G and 11) or 12:00 to a staggered finish between 14:30 and 14:45 (with a 30-minute break at 12:30 for Year 7, 9B and 10). Every student is taught for approximately five hours per day. Students working remotely will be expected to keep to their timetable and complete tasks set by their teachers through Microsoft Teams. If accessing and completing assignments, the quantity of work set will match the amount of lesson time the student would have within lessons at the Academy. If 'live' remote lessons are set for a student, they should attend them online and stay in the meeting for the duration of their lesson. Breaks will take place at the times they would in the Academy.

A table below sets out a typical example day of remote learning in comparison to a day at the Academy:

<b>Time</b>	<b>Academy Lessons</b>	<b>Remote Learning Lessons</b>
8:40 – 11:30	Period 1 – English Teacher led lesson with work completed in subject book. (10 Minute break)	Period 1 English Assignments set on MS Teams Meeting set for the student to join where they can submit tasks and communicate with the teacher through chat (10-minute break)
11:30 – 12:00	Lunch	Lunch
12:00 – 14:30	Period 2 – Geography Teacher led lesson with work completed in subject book	Period 2 – Geography Assignments set on MS Teams Meeting set for the student to join where they can submit tasks and communicate with the teacher through chat (15-minute break)

If a student attends the resourced provision or has an alternative timetable, their remote learning set up will be adapted accordingly. For example, a student that has a one-to-one session with specialist staff will access the equivalent with the appropriate member of staff remotely. In the event of switching to remote learning, bespoke timetables will be communicated to parents and parents accordingly.

### **Remote Lesson features and content**

Lessons will use a combination of the following approaches, based on the number of students absent, the length of absence and the subject content to be taught:

- Live teaching (online lessons) – These will be arranged by teachers in advance, invitations sent to students through MS Teams and will take place in line with the student's own timetable. This will be the usual way that lessons will take place during the current period of lockdown.
- Recorded teaching footage made by teachers and uploaded to assignments which students can access as part of a specific lesson or for reference at later points within their learning.
- Digital resources produced by teachers, such as workbooks, worksheets which are uploaded onto MS Teams and identified for use in specific lessons
- Textbooks, reading books and class books students have at home. Students have been asked to retain their class books as a learning tool to be used in remote learning. Teachers may ask students to complete remote learning tasks in their class book, which can be used by the teacher for assessment and feedback upon their return to the Academy.
- Commercially available websites such as TTRS, MathsWatch and GCSE Pod
- long-term project work and/or internet research activity sequences, as set by teachers within assignments.

In the event of a bubble or the whole Academy requiring education remotely, teaching staff will ensure that every remote lesson –

1. Has a live lesson meeting setup for students to attend on Teams. This will be used by the teacher to explain the purpose of the lesson, through the use a teacher webcam, microphone and screen sharing (to display lesson material). Students will be able to use this session to seek support (through the chat facility) or show understanding as required by the teacher.
2. Has resources for the lesson uploaded into a Teams assignment for the lesson or set of lessons. Students will be able to access this material for reference or completion, during and after the session. Resources will be suitable for students to access and complete remotely.
3. Is challenging and helps students to progress with their learning. Lesson content will be supplied for all timetabled subjects (offering a broad curriculum) and will be based upon subject content appropriate to the year group accessing the lesson
4. Offers feedback and support. Teachers will be leading the lesson through the live meeting and will be available for the duration of the session to support

students when they need help and offer feedback for completed tasks to ensure they make progress.

### **Engagement and feedback – Expectations**

Students are expected to attend and engage with all lessons as set out in their timetable each day. The Academy website has a defined set of rules students should adhere to when learning remotely. These are set out below –

1. All lessons are recorded for safeguarding purposes and can be shared with staff and parents in the event of poor behaviour.
2. Stick to the times of the meetings. If a meeting starts at 8:40, join the meeting at 8:40 so that the teacher can get started. Any delay will limit the amount of lesson time available for learning. A register of attendees will be taken, and pastoral staff will be making attendance phone calls to challenge when students have not logged in.
3. When joining an online 'live' lesson, there are the same level of expectations as in 'normal' lessons. If students do not meet expectations or disrupt the learning of others, they will be removed from the lesson and not allowed back into the meeting. Parents will be contacted by teaching and may be provided with evidence of poor behaviour.
4. The teacher is responsible for leading the lesson. They may limit a student's access video and audio controls as needed. For safeguarding purposes, students should ensure their webcam is off for the duration of the lesson. Teaching staff may use their own webcam (and will do so safely), audio and screen share to display content as needed. Teachers will use or disable students' microphones as needed.
5. Students must ensure their use of and comments on the chat facility are appropriate and related to the lesson. They are recorded and will be shared with other staff and parents if necessary. Misuse of the chat or microphone facilities will be treated as poor behaviour (see step 3).
6. Students must stay on the meeting during the duration of your lesson and not leave. If students are given an independent task to be working on, they should remain active whilst working on this to respond to the teacher when prompted. The teacher will offer student feedback, either verbally or on the chat function as the lesson progress.
7. Throughout the lesson the teacher will ask students to upload evidence of completed tasks as evidence of engagement, and to offer feedback. The teacher will direct students as to how to do this (through assignments, chat or email)
8. Students should be as respectful of others in the lesson as they would be in a real classroom.

Teachers will track and monitor student engagement on a daily basis. In the event of a student not showing sufficient engagement, parents will be contacted to discuss concerns and ways forward.

### **How parents and students can help with engagement**

The Academy understands that remote learning requires engagement in a home setting, which may present different challenges to what would be present in

lessons. We recommend students and parents take the following measures to ensure learning takes place and students can make progress:

- Follow the Academy timetable for lessons, breaks and lunch. Lessons will be set to take place according to the student's timetable and timings should be followed as though the student were in the Academy.
- Establish a safe and comfortable learning environment, such as a desk or table where disturbances can be minimised.
- Have all resources and equipment in place so students are ready to learn as soon as the lessons begin.
- Take short, regular breaks away from the screen and stretch every so often. Students must be active and respond to the teacher but remaining in front of a screen for 5 hours per day can be tiring, so to maintain health and wellbeing will help keep students sharp and alert.
- Limit access to other activities during the day. The day should be treated like a day at the Academy and so accessing video games, social media and non-lesson activities should be avoided. These will limit engagement and students may miss vital teaching.

### **Help with mental wellbeing**

If students are struggling with their mental health and emotional wellbeing, then please seek support. You can contact the relevant Head of Year or the Student Wellbeing Service on 01924 324890 or via email. Please see this page on the Academy website for further information: [Thornhill Community Academy, A SHARE Academy - Wellbeing & Pastoral Care](#)

We recommend parents and students consider the following advice (where possible and appropriate):

- Try to establish of structure of the day for attending lessons, exercise, and mealtimes. Children thrive on consistency of routine.
- Create a space at home for learning that can be used specifically for this purpose (where possible) and keep lesson work organised.
- Remember to take regular breaks from screens and devices.
- Try to set rules for limits of screen time and social media when not using them for lessons.
- Maintain a healthy diet and drink plenty of water.
- Spend time outside to exercise (in line with Government rules, safely following distancing rules and not when isolating).
- Be creative with free time, try to learn new things to remain engaged and mentally stimulated.
- Try to keep connecting with friends and family to avoid feeling isolated (remember to follow Government rules).

If parents or students are struggling, talk to someone (at the Academy, family, or friends).

### **Particular tips to support screen time**

- Adopt the 20/20/20 principle – Every 20 minutes, look at something 20 metres away, for 20 seconds.

- Regularly blink – In addition to normal blinking, every 20 minutes, blink slowly ten times away from the screen to moisten the eyes.
- Consider placement – Light should be at the side, and not shining directly onto the screen or behind the device.
- Go outside and get fresh air during break times.

### **Assessment, feedback, and progress**

Remote lessons will be delivered in line with curriculum planning and longer-term plans so that students can continue to make progress when not in classroom lessons as well as being prepared when returning to lessons. Students will be expected to complete and submit work on a lesson-by-lesson basis, as directed by their teachers. Students can expect regular weekly feedback through the methods listed below:

- Verbal or text-based feedback within the chat facility during lessons.
- Individual feedback on assignments set twice per half term, with students offered the chance to improve and resubmit work.
- Online quiz or form-based assessments.

When in lessons within the Academy, students will receive written feedback in line with the Academy marking policy. When using remote learning, feedback will be provided through Teams.

### **Additional support for students**

#### Support for students with additional / specific needs

As usual teachers will be there to support and guide students through their remote learning. They may adjust or change resources to ensure they can be accessed in line with needs.

Some lessons there may be availability of members of the SEND team to support via the conversation in MS TEAMS, this person will be available to advise on the work requiring completion and may send additional emails to support further.

If parents require any further information, please do not hesitate to contact our SENCOs [dale.goodwin@sharemat.co.uk](mailto:dale.goodwin@sharemat.co.uk) or [julie.chadwick@sharemat.co.uk](mailto:julie.chadwick@sharemat.co.uk)

#### Additional Information for Students in the Resourced Provision

Wherever possible students from the resourced provision will receive remote support from a specialist ETA through the chat function on MS Teams. Parents can also seek support via our parent email account. Alongside their mainstream learning, life skills tasks will be set for the students from the resourced provision to complete at home. We ask for evidence of this to be sent to us via the parent email account in the form of photographs.

## Accessing Remote Education – Guides for parents and students

Every student has an Academy Office 365 email address and password, which can be used in the Academy to access computers, or at home through [www.office.com](http://www.office.com) to access email (**Outlook**), file storage (**OneDrive**), Office Online (**Word, PowerPoint, and Excel**) and Remote Learning (**Teams**).

How to access these services and use them will be determined by the method of access students will have at home. This may be:

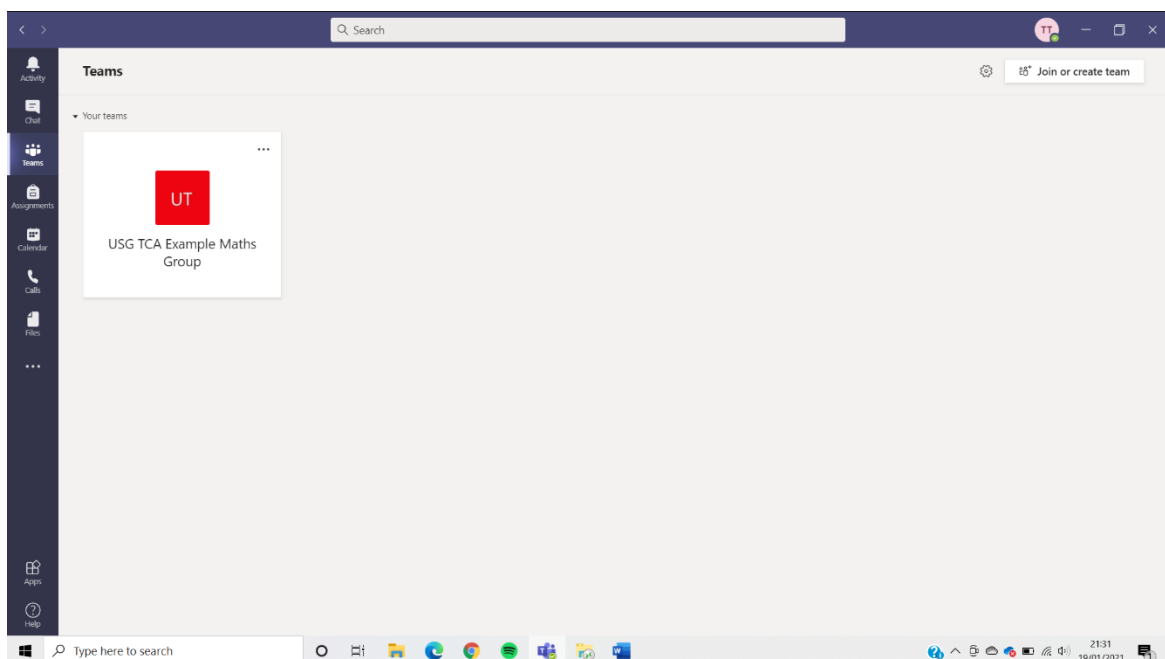
1. Through a home computer, such as a laptop or desktop PC with the Teams App downloaded onto the computer.
2. Through a home computer, such as a laptop or desktop PC and using a web browser such as Microsoft Edge or Google Chrome.
3. Through a smartphone or tablet computer and the Office or Teams suite of Apps.
4. Through an X-Box or PlayStation games console.

There are four sections of guide in this document, which will cover each of the possible access methods as mentioned above.

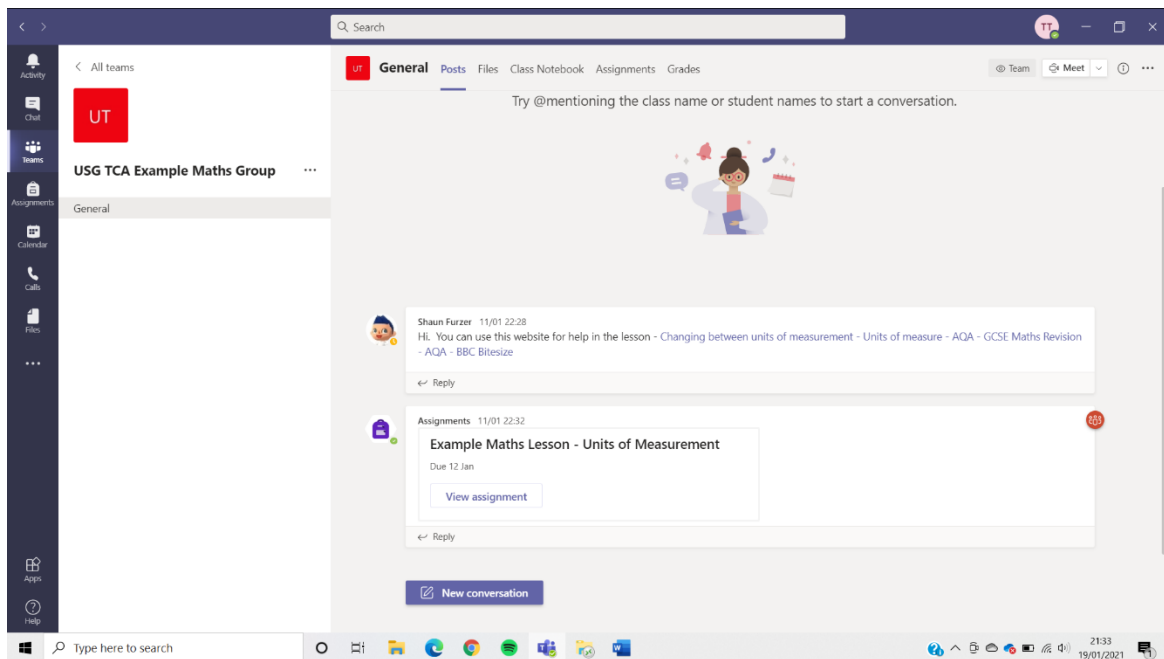
### MS Teams / Office through a home computer with the Teams App downloaded directly onto the device

The best way to access Teams is to download the App directly onto the computer. For Windows or Mac Desktops or Laptops this can be downloaded from this link - [Download desktop and mobile apps | Microsoft Teams](#)

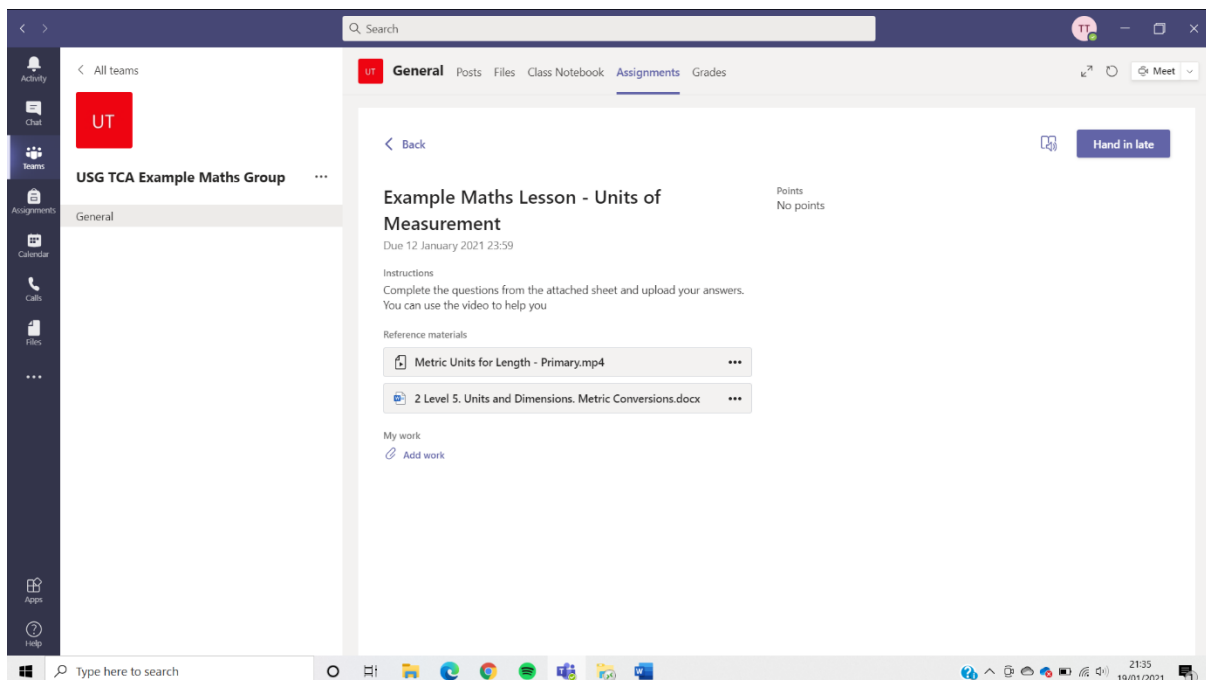
Once downloaded students will need to log in with their Academy email address and password. Once Opened they will see a screen of the Teams groups they have been added to by each of the classroom teachers (see below)



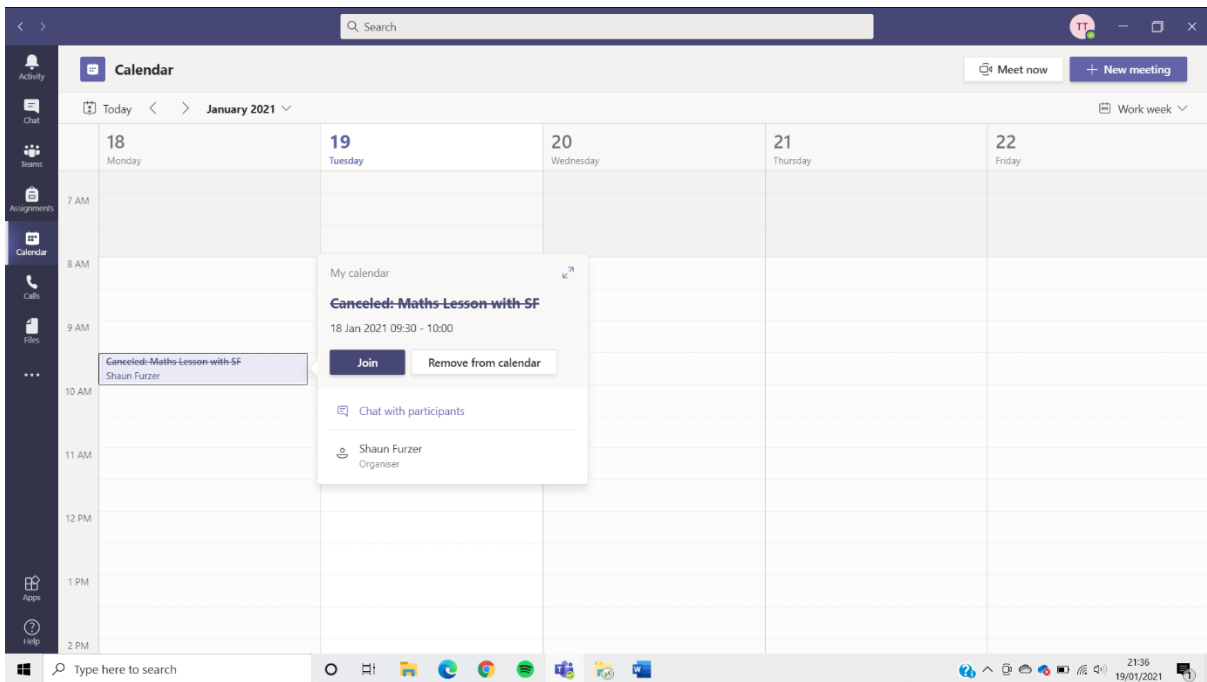
Students can access a specific team by clicking on it. Once open, they will be able to see all recent activity within the team, such as assignments, posts and live lesson meetings.



Students can open assignments to view tasks set by teachers, open files to edit, upload work (by selecting add work) and hand in completed assignments by selecting Hand In.



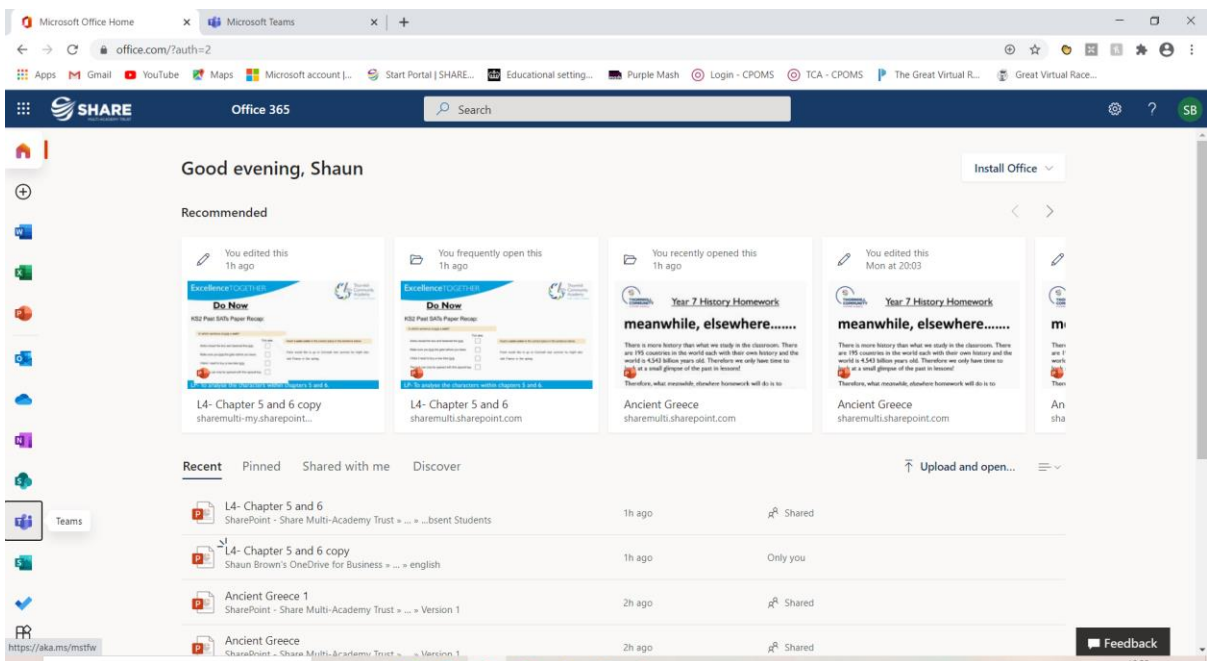
Students can access the calendar on the left menu to view lessons and meetings they have been booked into. They can open meeting appointments and join them in order to access live lessons from home.



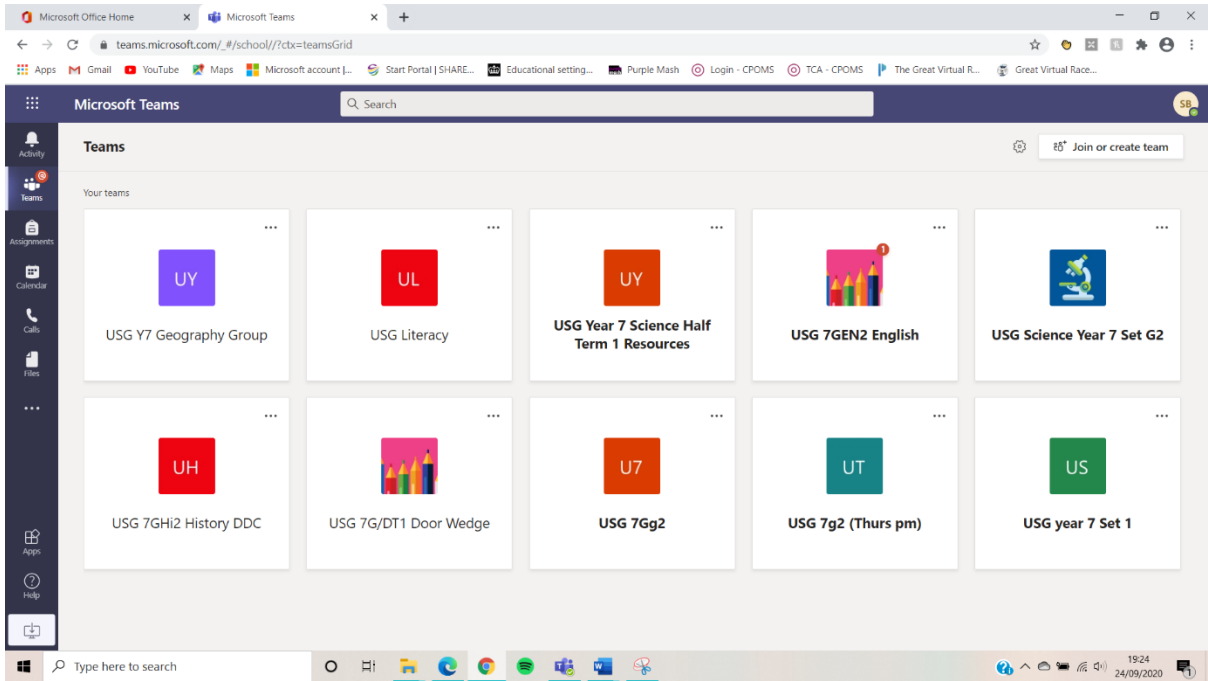
Students should check here regularly to make sure they are attending all lessons they have been booked into.

MS Teams / Office 365 through a home computer and using a web browser such as Microsoft Edge or Google Chrome

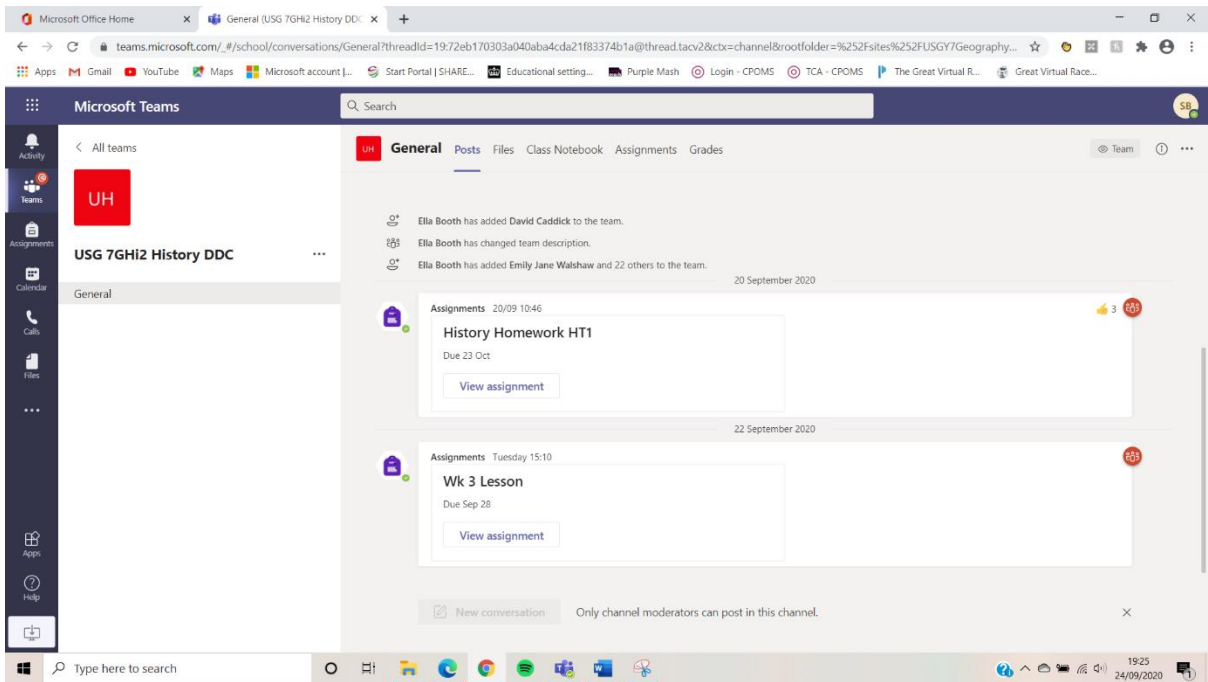
It is recommended students access Teams through Microsoft Edge if using a Web Browser. Students should visit [www.office.com](http://www.office.com) and login with their student email address and password. Once they have logged in they will start in the Office 365 screen.



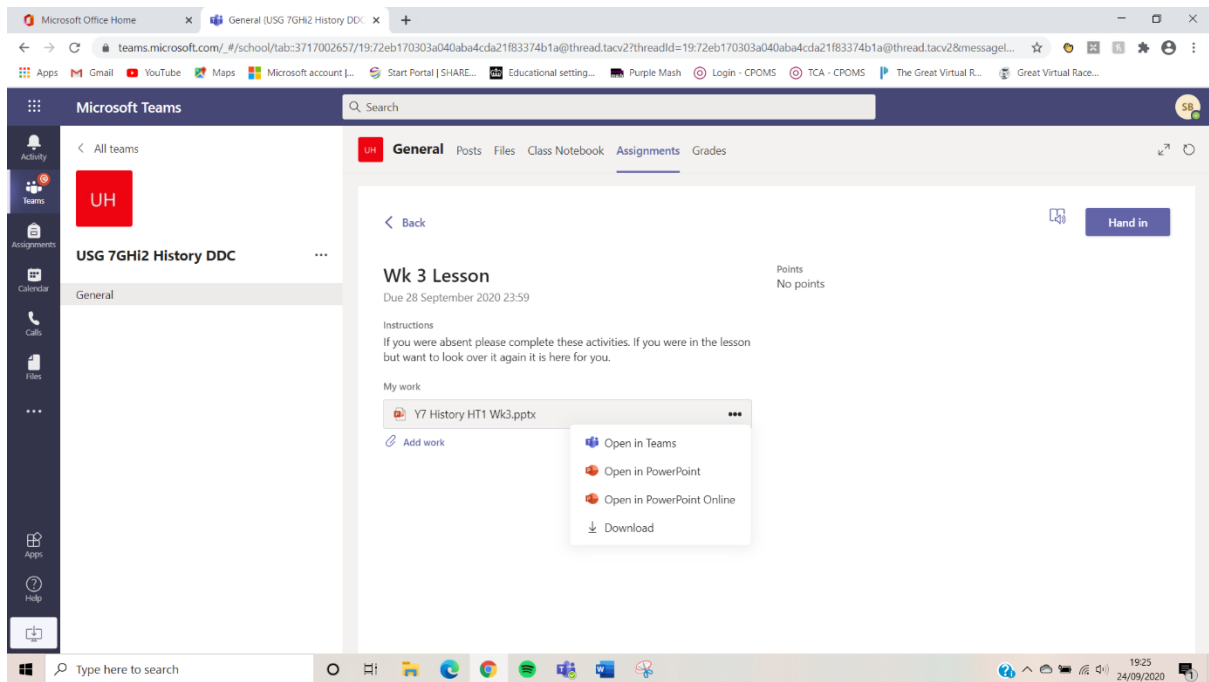
Teams can be accessed as one of the icons on the left of the screen.



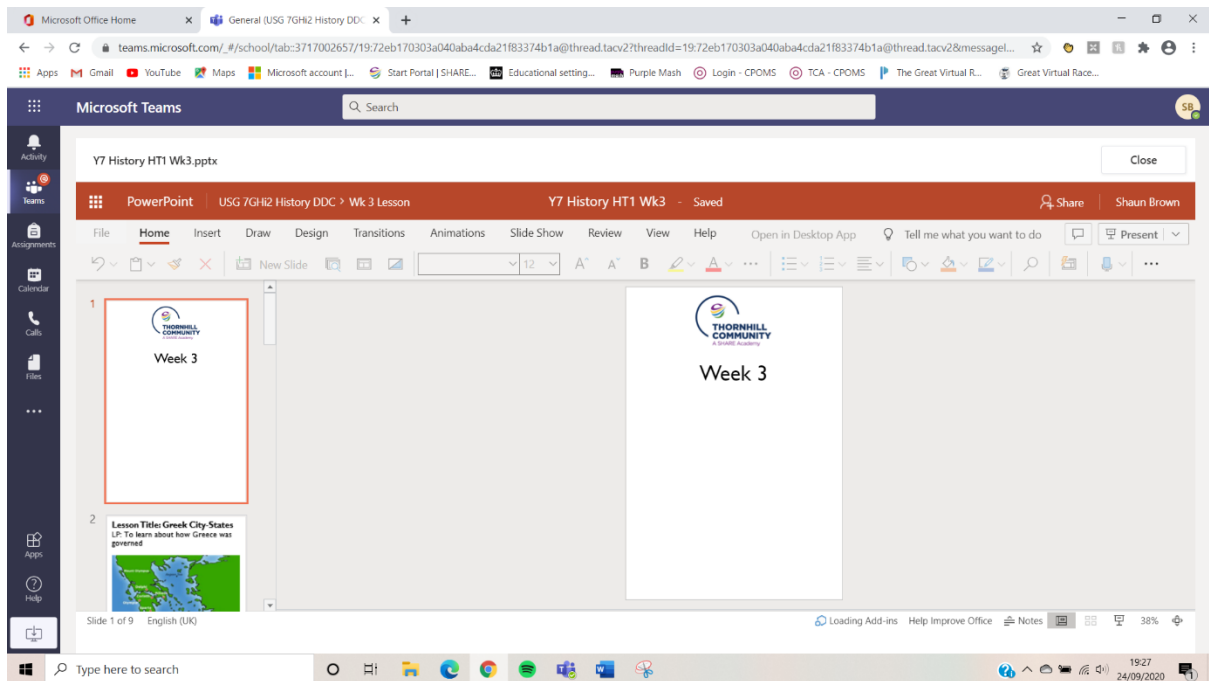
Each icon represents a Team. A team can be accessed by selecting it.



Within a Team, the Post section will display all live lessons, assignments and notices posted by teachers.

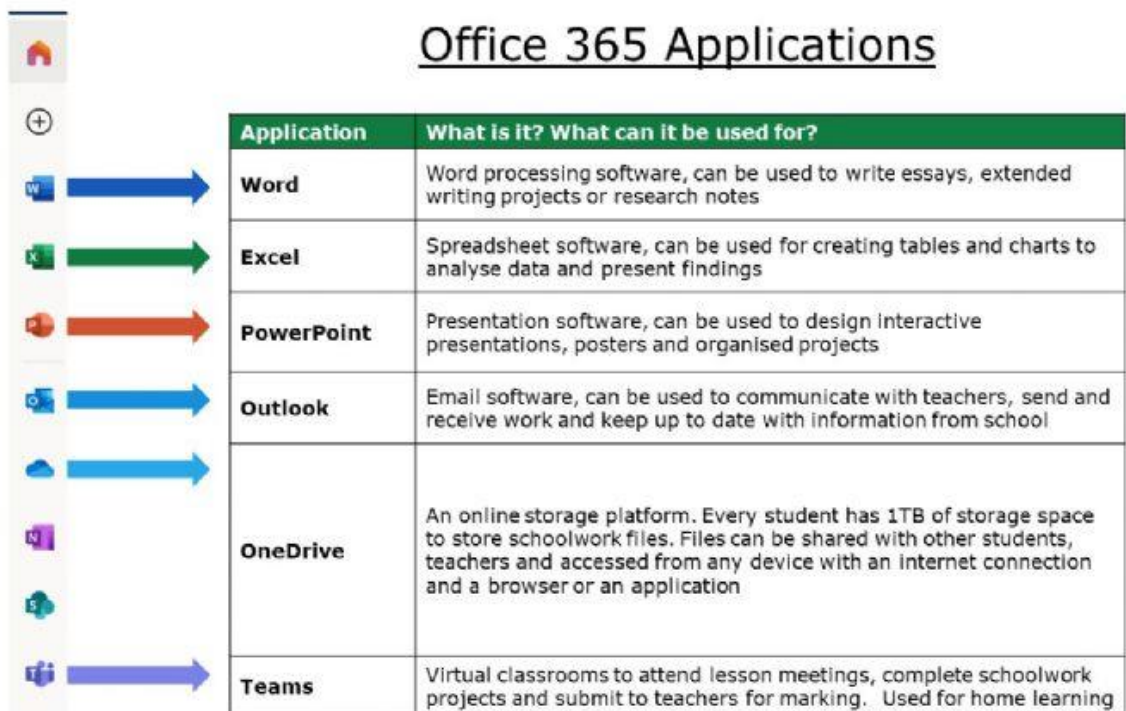


When an assignment is selected, it will display any instructions from the teacher, resources to help with the assignment (reference materials) and student work files (under student work if the teacher has uploaded). The paperclip can be used to add work, which could be images of work or files saved on the computer or OneDrive. When a student has finished an assignment, they can click on **Hand In** and it will be sent to the teacher.

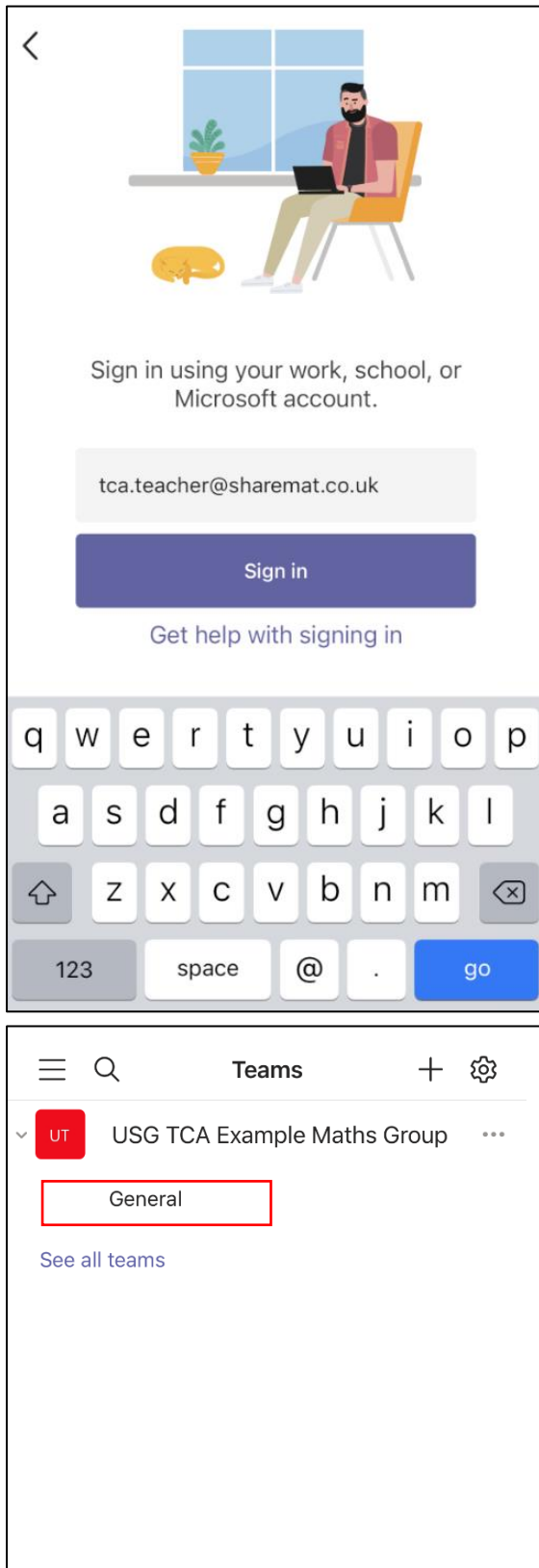


If a student work file is there to be completed, students can click on it and it will open it within Teams on an online version of Word or PowerPoint. Students can edit the document and it will save online automatically, or it can be downloaded and saved to the computer.

Students can also use a web browser to open other Office software by clicking on each icon. The diagram below identifies what the Office 365 software can be used for.



## MS Teams through smartphones and tablets (iOS and Android)



The images in this guide are from an iPhone, but the App on iPad and Android devices is very similar.

To use the Teams app, download it from the Apple App Store or the Google Play Store for Android. It is completely free and available using the links below from your device

### Apple Store

[Microsoft Teams on the App Store \(apple.com\)](#)

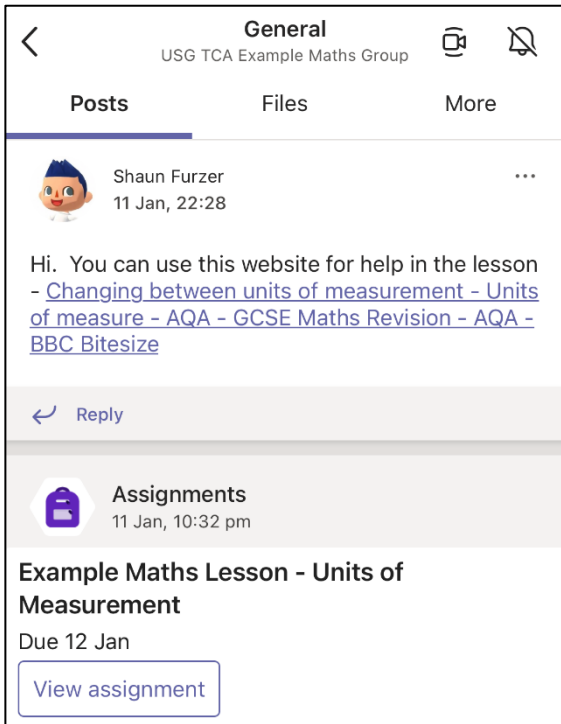
### Google Play

[Microsoft Teams - Apps on Google Play](#)

Once the Teams app has been downloaded the Teams, enter an Academy email address and password. For reminders and resets of usernames and passwords or, please call reception or email [ITSupport@sharemat.co.uk](mailto:ITSupport@sharemat.co.uk)

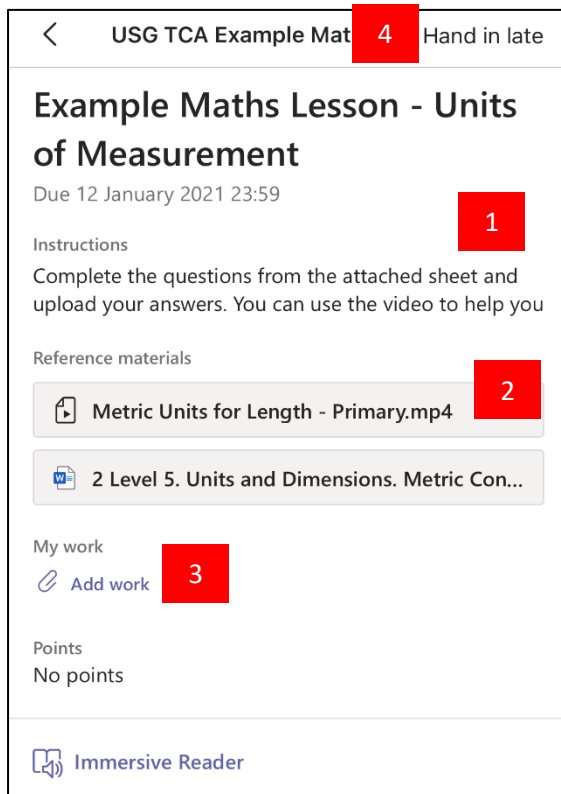
The Teams App will have each Team the student belongs to, as added by each teacher. In this example there is only one class. For all students, there should be at least one Team for each subject.

Selecting **General** will open the information within the Team.



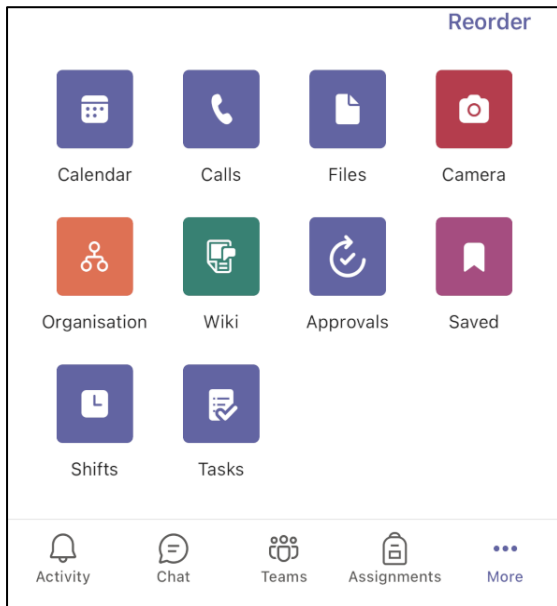
Once in the Team, all announcements by the teacher, meetings and assignments will be visible. Selecting View Assignment will open it to show tasks set by the teacher, any resources added to it and deadline dates for work to be completed.

In **Files**, teachers will have added extra support material which may be needed for lessons.



When an assignment is selected, it will show any instructions that the teacher has added (1), any support resources (2). Student work such as photos or documents (Word or PowerPoints) can be added to the assignment (3) and when the task has been completed, it can be handed in so the teacher can see the completed work and mark it (4).

When adding work, students can upload images already captured, photos



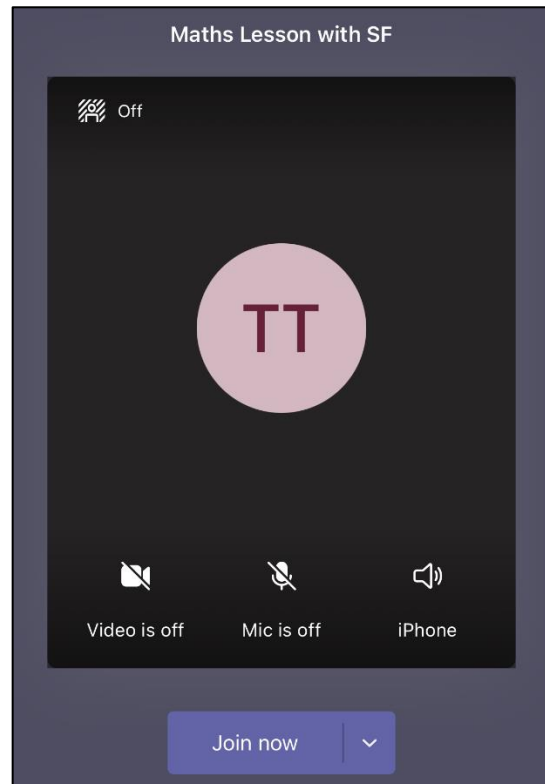
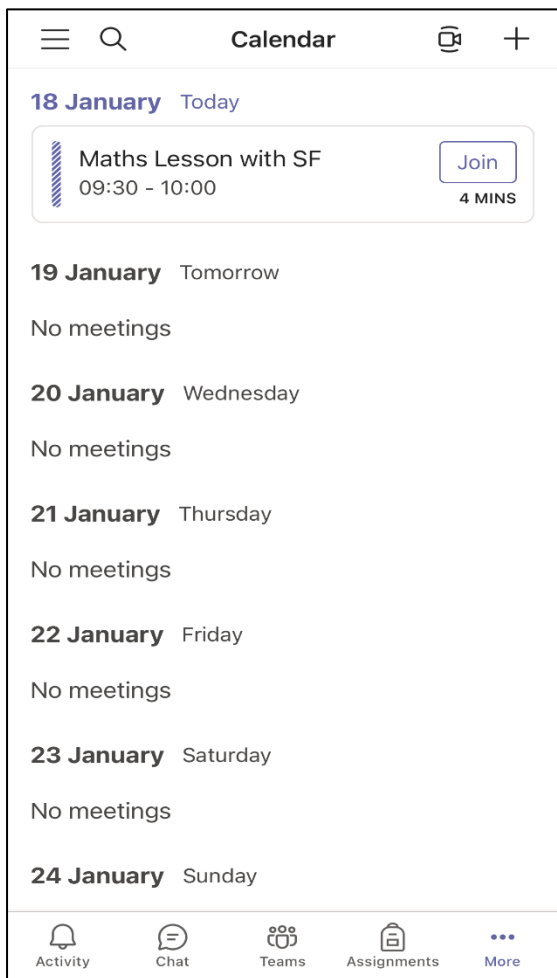
Using the controls at the bottom of the app, students can –

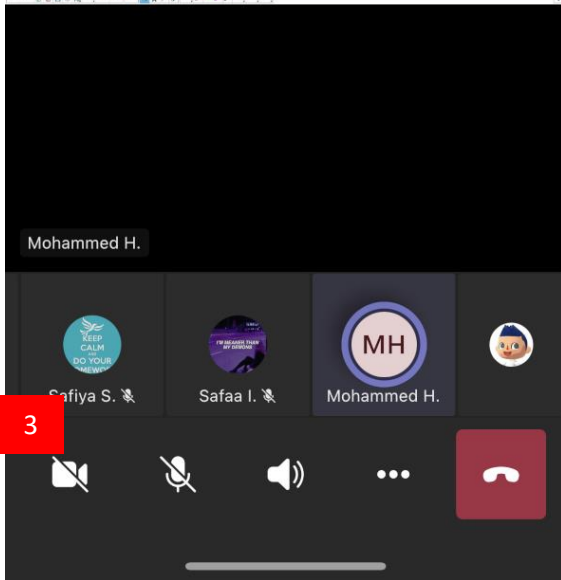
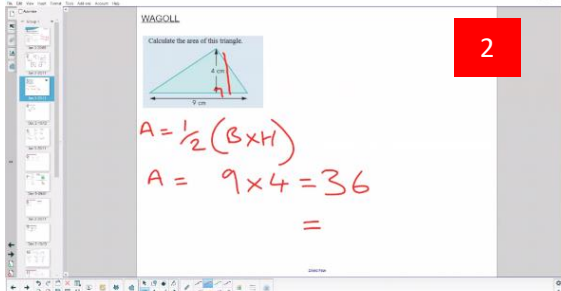
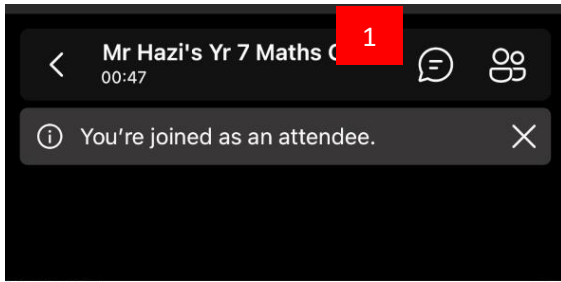
1. Access the calendar to view lessons booked in by teachers.
2. Access the camera and files stored on the device to hand into teachers.
3. View all assignments that have been completed, assigned, and marked.
4. Access the chat for meetings
5. See all Teams the student belongs to.

These controls can be accessed any time at the bottom of the screen. Accessing the calendar will show students any live

lesson meetings they have been booked into, sorted into most recent at the top. To join a meeting, students can click join meeting, where they will see the image on the right. Controls can be set here such as video, microphone and where the sound plays. It is recommended to set the sound to **Speakers**, unless using headphones.

When a student joins the meeting, they will either automatically join it, or be admitted by the teacher.





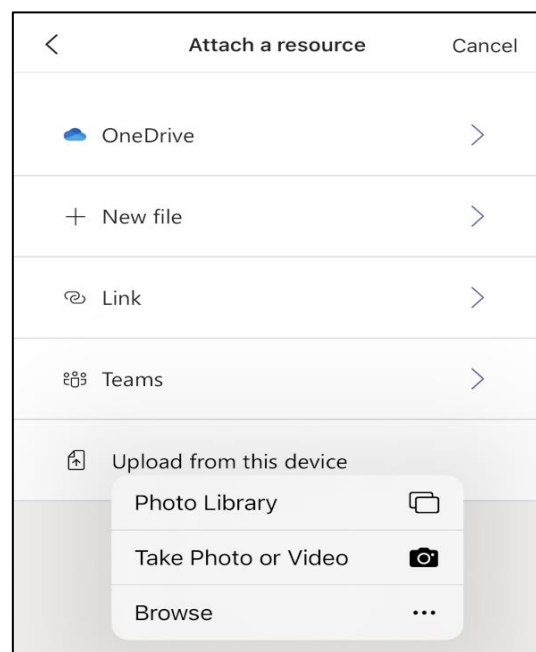
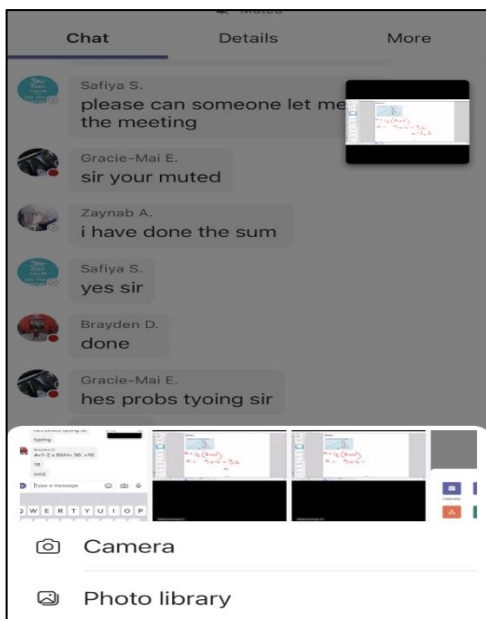
Once inside the meetings, students will be able to watch the screen the teacher is sharing and listen to what the teacher is saying. Controls are listed as below:

**1.** Chat window – students can use this to join in with conversations in the lesson led by the teacher. They can also use this to ask for support or answer questions. Lessons may have microphones disabled by the teacher, so chat is the only way within the meeting the student can contact the teacher. The chat window is also where students can upload work within the lesson if the teacher requests it. Further information about the chat window can be found further down the guide.

**2.** Screen – this is where students can see the content teachers are displaying. It may be a presentation, a whiteboard or work that the student will need to see to use in the lesson.

**3.** Audio / video controls – students can access sound, video, and microphone settings. The call can also be ended here once the lesson has been completed.

Inside the chat students can upload work for teachers to see (see below).



Within the chat facility, students can upload photos that have already been taken, photos taken at that moment or files saved on the device or created on another computer and saved on OneDrive.

< USG TCA Example Math **2** Hand in late


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## Example Maths Lesson - Units of Measurement


Due 12 January 2021 23:59

Instructions  
Complete the questions from the attached sheet and upload your answers. You can use the video to help you

Reference materials


 Metric Units for Length - Primary.mp4

 2 Level 5. Units and Dimensions. Metric Con...

My work  
 Add work **1**

Points  
No points

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 Immersive Reader

Teachers will set tasks within assignments and expect students to hand in evidence of completed work. Depending upon access to devices and the type of work, evidence could be in the form of photos of work completed by hand, either on paper or in books, or documents designed on a computer which could be saved locally (on the computer at home) or through Office 365 online and OneDrive.

Lesson work and homework can be handed in through assignments in **exactly** the same way, regardless of accessing Teams on a mobile device, tablet, or computer.

To hand in work within an assignment on the smartphone or tablet app, students should open the assignment and press **add work (1)**.

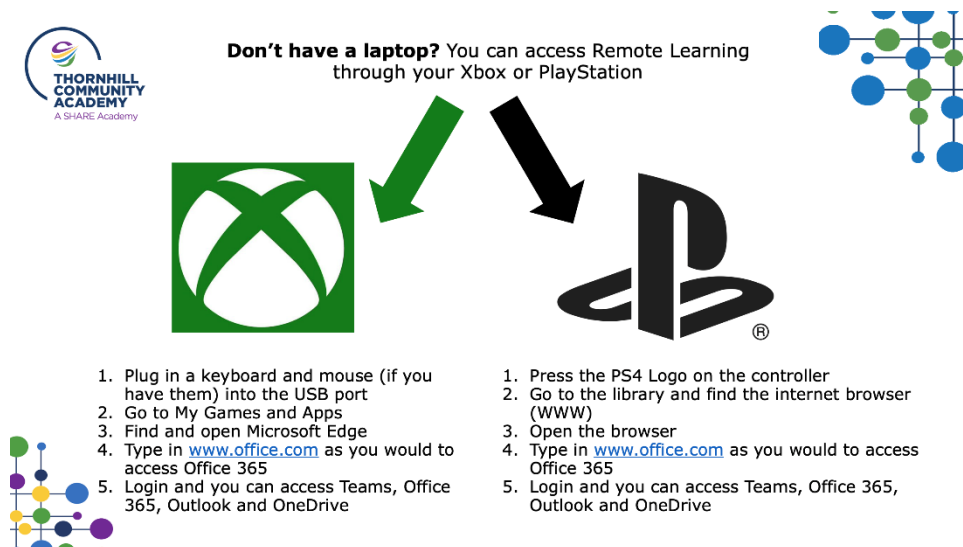
Here they can add content from the device, camera or anything saved onto OneDrive. Once the evidence has been added, students can press **Hand in (2)**.

Teachers can also mark work through Teams and submit feedback.

Students can open the assignment to see Feedback and improve work, as instructed by teachers.

## MS Teams / Office through a games console

Please follow the directions on the diagram below to access Microsoft Teams through a games console.



Once accessing lessons and assignments through Microsoft Teams, the same controls apply as if accessing Teams through a web browser.

### **Getting support with accessing remote education**

Students will need access to a digital device and reliable internet access to make the most of our remote learning offer. Students have been surveyed at the start of the academic year to ascertain what devices they have access to at home and those identified as not having appropriate levels of access have issued with laptop devices as made available by the Department for Education. The Academy has a small number of additional laptops which can be loaned to students in need.

In the event a student does not have access to a device, parents and students can contact the Academy reception on 01924 324890 or email [Thornhill.covid@sharemat.co.uk](mailto:Thornhill.covid@sharemat.co.uk) to request a device loan. Students will be prioritised based on pupil premium eligibility, looked after status and with special educational access needs. Whilst this cannot be guaranteed, we will try to support wherever this is possible.

In the event of technical issues with loaned devices, parents and students can contact our IT support on [itsupport@sharemat.co.uk](mailto:itsupport@sharemat.co.uk) to seek support. Our website also has a set of frequently asked questions which can be accessed [here](#).

In the event of local or national lockdowns, some students may be eligible to attend the Academy as part of an alternative bubble. To find out more about eligibility and arrangements, please call reception or email [Thornhill.covid@sharemat.co.uk](mailto:Thornhill.covid@sharemat.co.uk)

If students or parents have specific queries about lessons and subjects, they can email the relevant teacher, head of year, or call reception on 01924 324890.

### **Contingency Planning – If remote learning is not available**

The access to and delivery of remote learning is dependent upon systems provided by other external organisations. In the event of a power or network outage, the academies' ability to offer remote learning may be impacted. In the immediate event of an issue, parents and students will be notified through alternative communication channels, such as the Academy app, social media or the Academy website as appropriate.

If there is an issue that prevents the delivery of remote learning for an extended period of time, the Academy will make alternative lesson material available to parents and pupils. This will be communicated at the earliest possible opportunity and via the channels described above.