

Current remote learning provision now only takes place if a student has an agreed absence from school.

Remote learning will be put in place with support from the student's Director of Learning. Where necessary, a laptop will be provided so that the student can access the remote provision.

It will be structured as follows:

- If a student has an agreed absence from school and needs to access learning remotely, their Director of Learning will coordinate that work will be sent to their school email account.
- Directors of Learning may also send the link to the United Learning Curriculum Oak Lesson (found [here](#)) where they can access videos of learning that follow our United Learning Curriculum for specific subjects.
- Work can also be found on: SatchelOne, Sparx, and Carousel.
- Teachers can be contacted via their email addresses, published on the school website.

During the Covid 19 Pandemic, this was the system in place at The Totteridge Academy:

Remote learning at The Totteridge Academy is driven by high expectations of student outcomes. Tasks set each week enable our students to learn new content efficiently through pre-recorded videos and various subject-specific online platforms that our pupils are accustomed to. Genuine learning is tested by students' completion of longer independent tasks that are closely monitored by staff before feedback is given to allow pupils to progress and to improve. The descriptions below contain links which allow you to explore our key remote learning documents further.

Access to remote learning

Every student at TTA was contacted on the 4th and 5th January to ensure that each pupil, in each household, had an appropriate device and an internet connection so that they could access our remote learning programme. During these calls, a member of staff checked pupils could access and use the TTA portal, including Microsoft Outlook and Teams, Satchel:One (known as Show My Homework) on their main device while also ensuring pupils were able to send photos. Where access to a device or the internet was lacking, pupils were provided with Chromebooks and dongles and trained in how to use them. If your circumstances ever change and access becomes problematic for your child, please contact ITsupport@tta.org.uk so that we can provide you with a solution.

The school day during lockdown

To encourage and maintain routine, our timetables during lockdown follow a similar sequence of subjects each day. Click [here](#) to see each year group's timetable.

We start and end each day with a live tutor session. During this session, form tutors: take a register, check in with pupils pastorally, prepare them for the day ahead and provide their students with an opportunity to raise any issues they have with their tutors.

Tasks set across the school

To see the range of tasks each department sets on a weekly basis, click [here](#). This document also includes our grading system for measuring engagement and to assess whether our pupils are genuinely learning. This information

is stored on a tracker and is scrutinised for every student on a weekly basis; teachers, tutors and Directors of Learning use this information to help the students that require extra motivation or subject-specific help. Staff make regular phone calls, as well as TEAMS calls, to help those who have particularly struggled to access the work. The tracker is collated once a week and sent to parents via email.

Additional support for pupils with specific needs

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways (according to SEND area of need):

Cognition and Learning Needs:

- Our team of Learning Support Assistants call all of our students with SEND at least once a week.
- The call list is reviewed weekly and students are added if needs arise.
- The calls are to check in and help with work – virtual LSA support to replicate that in the classroom.
- The LSAs feedback to the Directors of Learning with any concerns or where additional support is required.
- Students can have a reduced timetable if they need to focus on specific subjects.
- Students with SEND can come into school ('vulnerable' or EHCP category) where they receive support.
- LSAs use the weekly tracker to target specific subject support.
- Teams meetings are set up if LSAs work through a lesson with a student.
- Groupings may be changed according to need during lockdown (e.g. to a lower English/Maths/Science) set.

Communication and Interaction:

- Speech and Language Therapy sessions are continuing with the specialist remotely.
- Our team of Learning Support Assistants call all of our students with SEND at least once a week.
- Students with C&I needs have calls and work adapted accordingly.
- Timetables are shared and the tutor goes through the day's work in tutor time each morning.

Social, Emotional and Mental Health:

- LSA calls focus on wellbeing as the primary focus.
- All students have access to Place2Talk – our school counselling service.
- All students who have 1:1 counselling are continuing this virtually, or in person if in school.
- Every student in KS3 has a weekly GROW lesson which focuses on physical and mental wellbeing.
- GROW sessions are also focusing on breathwork and mindfulness to develop students' bank of strategies.
- Students are set weekly challenges to develop their social, emotional, and mental health.
- Children's Mental Health Week was discussed in tutor time with videos and tasks to support mental health.
- We are running Forest School on site after half term with safety measures in place.
- Forest School is targeted at students who need additional support with their SEMH.
- We are offering farm volunteering afternoons to small groups (TTA students and families) to support SEMH.

Sensory and Physical:

- LSA calls ensure work can be accessed and check if there are any specific needs.
- Specialist equipment is available to students if needed.
- Specialist exercise books are provided for the students.
- Work and feedback is adapted according to specific needs.
- Chromebooks and tablets allow enlarged texts, which we have downloaded according to the curriculum.

Parent information evening

On 26th January we invited parents to join us for an evening over Zoom to explain our remote learning rationale. It was fantastic to connect with many of you during this time and if you missed it, a recording can be found [here](#). We also sent the following document that explains our rationale further, which can also be found [here](#).

Thank you for all the excellent questions and comments during the evening - we have written a response to these, which can be found [here](#). We are lucky to have such insightful and supportive TTA families and we appreciate all your feedback, so please do get in touch with any further comments or queries.