

Spalding High School Student Remote Learning Expectations for Snow Closures

This document sets out our approach to remote learning during a snow closure. For guidance on using Microsoft Teams, please refer to our **SHS Student Guide to Remote Learning**.

For this document, **synchronous learning** refers to live lessons where teachers and students meet online at the same time and interact in real time. **Asynchronous learning** refers to work that students complete independently at their own pace, without live interaction with teachers or classmates.

Our remote education provision has been guided by research published by the Education Endowment Foundation (EEF) entitled 'Best evidence on supporting students to learn remotely'. This research was funded by The EdTech Hub – as part of the partnership between the EdTech Hub and the Education Endowment Foundation and was published as a global public good - to support the global response to the education impacts of COVID-19.

Where the snow closure is likely to be for one day

If school is closed for a single day due to snow, teachers will provide work for students to complete online rather than delivering live lessons on Teams. Work will be set on each class's Teams page for students to complete at the scheduled lesson times. We aim to follow the normal school timetable as closely as possible, so students should access and complete work during the times their lessons would normally take place. Teachers will provide clear instructions and any necessary resources in advance, ensuring students can continue their learning from home. Following the usual timetable helps maintain routine and consistency for all students.

Examples of asynchronous learning include:

- Pre-recorded videos
- Podcasts
- Interactive quizzes
- Independent assignments
- Worksheets
- Case studies and problem-solving tasks
- On-demand learning materials e.g., Seneca, Flipped Law

Where the snow closure is likely to exceed one day

If a snow closure is likely to last more than one day, students will experience a mix of live (synchronous) and independent (asynchronous) learning. Typically, every other lesson will include a live element.

For example, after completing independent work, students may join a live session where the teacher greets the class, checks understanding, and provides feedback. This ensures teachers know what students have understood and can address any misconceptions before moving on.

In some lessons, teachers may introduce a new topic during the live session and then set independent work for students to complete on their own. Teachers may also be available in the background to offer support and return at the end of the lesson for a live recap. This approach ensures that learning continues effectively, even during extended closures, while keeping students engaged and supported.

Regardless of the method of delivery, work set by teachers will follow evidence-based principles to support your child's learning. This means:

- Providing clear explanations so students understand new material
- Supporting confidence through step-by-step practice
- Giving opportunities to apply new knowledge or skills
- Offering feedback to help students know how to improve

Research shows that a combination of live and independent learning is most effective. A balanced approach helps reduce fatigue from too much screen time, supports engagement and relationship-building through live participation, and encourages student independence during offline tasks. It also allows teachers to provide individual support during independent learning and ensures that students who cannot join live lessons for any reason can still access and complete their work.