

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Relevant work is immediately accessible on Google Classroom (irrespective of any decisions to isolate cohorts so that individual absentees can keep up with their peers). On the first day or two this is the work that students should complete. They must follow their normal timetable and stick to the timings of the college day. This enables their teachers to be online at the same time to offer support and guidance (in the 'Stream' on Google Classroom). It is reasonable to expect some live interaction but this may not be for every lesson in the first instance.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, the next planned topic in science may rely heavily on practicals, in which case it will be swapped with a topic due to be studied at a later date that lends itself more readily to remote learning. Similarly, practical subjects such as art, technology, music, drama and PE need to take different approaches to the curriculum in a remote environment.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 3 & Key Stage 4	<p>4 hours and 10 minutes per day for all students.</p> <p>While this is fewer hours than in the normal school day, it takes into account the fact that independent remote learning is, physically and mentally, a more intense experience than being in an actual classroom with your peers.</p> <p>Lessons will always start at the time outlined in the normal school timetable but will end 10 minutes early, after 50 minutes of learning time, to enable students and teachers time away from the screen prior to their next lesson.</p> <p>We do not expect students to follow their Home Learning timetable but to spend that time doing something away from the screen, such as exercising or reading for pleasure.</p>
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Accessing remote education

How will my child access any online remote education you are providing?

All year groups use Google Classroom and every class has its own individual Classroom with its teacher(s). The codes to join these Classrooms are communicated via Parentmail; contact the school if you need to join a Classroom and do not have the correct code. Other, subject-specific, online platforms are used to enhance students' experiences and these are all signposted from their Google Classroom. These include but are not limited to Sparx, Ezyeducation, YouTube, Quizlet etc.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

We periodically carry out a parental survey to establish the level of need with regard to technology, and our system for monitoring engagement with remote learning is designed to identify hitherto unidentified needs. We publicise alternative ways to access digital learning, such as via an internet-enabled games console, and work with the DfE's 'Get help with technology programme' and local businesses to supply laptops and tablets to families who need them, including those who have some devices but are sharing them between multiple members of the household.

Please inform us of your challenges and we will support you as best we can.

Paper-based work can be provided to students who request it, and our remote learning policy requires that, in one lesson in the fortnight (or across two fortnights for subjects with less curriculum time), the teacher stipulates that the work set has to be completed on paper, by hand.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons) via Google Classroom and Google Meet: staff will be online through the 'Stream' function of Google Classroom throughout the 50 minute lesson and will provide episodes of (virtual) face-to-face teaching via Google Meet within that time, as best fits their objectives for that session;
- resources and assignments set on Google Classroom to be completed independently;
- certain, specific assignments need to be uploaded and/or handed in for marking – these will be clearly identified to students and we have published 'how to' guides to help with successful 'handing in' digitally. **N.B. Handing in work is the most important part of remote learning and the primary measure by which we will assess your child's engagement with their remote education;**
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, Ezyeducation);
- printed paper packs produced by teachers (e.g. workbooks, worksheets) as part of our paper-based work;
- textbooks and reading books students have at home or that they can order via our LRC's 'Click and Collect' service (see the college website and social media for details);
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Students are expected to follow their timetabled day in order to join live lessons and online discussions on Google Classroom and Google Meet;
- When not having (virtual) face-to-face contact with their teacher, they are expected to complete the assignments set and upload and/or 'hand in' the work in the 'Classwork' section of Google Classroom according to the instructions of their teacher (see our 'how to' guides for support with this);
- They may be directed to watch videos, complete quizzes, upload photos and so forth. They are expected to follow these instructions or explain to their teacher if they are not able to do so;
- Where possible parents who are supervising their child at home should check with them each lesson that they understand the instructions (what they are expected to do) and, **most importantly, what they are expected to upload and/or hand in**. Where this is not possible, parents should ask to see what their child has done that day – **the main thing to check for is that they have actually attached/uploaded and handed in the work requested** as opposed to simply attending the live lessons or clicking 'done';
- Here are some video links to help:
 - Google Classroom for Students & Parents (Google Classroom Tutorial 2020) - YouTube
 - How to Use Google Classroom for Parents! - YouTube

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

We are mindful of the different challenges facing families who are all trying to work and learn from home, so we endeavour to take a pragmatic approach. We would never seek to apply sanctions or imply criticisms of anybody working under these circumstances, but we do have both a moral and legal duty to monitor, reach out and *try* to offer as much support as we can where students are not able to engage.

On a daily basis, we run an Admin Report in Google Classroom to identify any students who have not accessed their account during the last 24 hours. These students are then contacted to establish what their access issues are.

Once a week, we ask staff to identify, non-judgmentally, any students who for whatever reason have not engaged in their subject. We collate this data and use it to make supportive, non-judgmental contact with families on a weekly basis. We do this because:

1. Some families might not know the full picture of how well their child is engaging and would welcome the information;
2. Some families might know about their child's non-engagement but feel in need of support with strategies to help them to engage;
3. Establishing a constructive, supportive dialogue with families whose children are not engaging at any given time is part of our duty to provide a high-quality remote education.

While we strongly encourage students to access the fantastic live teaching experiences that are being offered across the school, and the option to get support from their teacher in the 'Stream' while they complete the work, there are valid reasons why not all students will be able to achieve this every day. We are therefore measuring "engagement" only by **work completed and handed in** (at any time during the week) and not live attendance to timetabled lessons.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

A range of strategies will be used as is normal practice in a classroom context.

- During live lessons the teacher will use questions and answers (either through video and camera or the 'Chat' function in Google Meet) to assess understanding and engagement;
- Students are expected to upload and/or 'hand in' written work on the 'Classwork' page of Google Classroom when directed to do so by their teacher. The teacher will either provide written feedback for this work such that the relevant teaching and learning points are clear to students, or a mark or grade;
- Teachers may also use quizzes that provide instant feedback to students to inform future teaching and learning.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

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:

- Students with SEND are allocated a key worker in school and they make regular phone calls to support and help to differentiate work as necessary. This may also result in the provision of more paper-based work that removes the need for technology, where this is a barrier to the young person;
- Where it is appropriate, the student will be encouraged to attend the on-site provision in order to receive face-to-face support from a member of the SEND team.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

In situations where the school is open as normal but students need to self-isolate because of a close contact with a positive case of COVID-19, appropriate work is set on Google Classroom to mirror the work being completed in school that day, and to ensure that students continue to have immediate access to the full curriculum while at home. Students should aim to follow their timetable where possible and, although they might have to complete and hand in the work at a time that better suits them and their family, they must ensure that they are completing work for the subjects whose lessons they are missing that day. Where directed, they should email or upload/'hand in' the work for feedback and use either the 'Stream' function on Google Classroom or email if they have questions. There is no live lesson provision available because staff are teaching the students who are currently in school. At their personal discretion, some staff might choose to allow self-isolating students to join the lesson remotely using Google Meet, but there is no expectation that they do this. The exception to this is in a situation where an entire year group has been sent home to self-isolate, in which case teachers deliver their lessons remotely as they have done throughout the period of remote education.