Remote Learning Information during Tier 3 or 4 (National Lockdown Measures)

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 during Tier 3 or Tier 4 (National Lockdown Measures) whereby Public Health England advises that the majority of year groups or all year groups are to stay at home.

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?

During the first day or two of remote education all learners will be e-mailed, via school e-mail, learning activities from their subject teachers following their normal timetable. The activities set will be for learners to complete independently. Class teachers will include information regarding how learners will be expected to return the work they complete eg via the school e-mail system.

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 have needed to make some adaptations in some subjects at KS4. For example in Year 11 one timetabled core PE lesson will be replaced with a fortnightly pre-recorded careers session to support learners with college applications and their future pathways and in Year 10 one timetabled core PE lesson will be replaced with a weekly pre-recorded PSHE lesson. Where the timetabled PE lesson has been replaced with a careers session a PE activity will be e-mailed to learners to be completed as a Period 6 enrichment activity.

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:

KS3 (Years 7, 8 and 9)	5 hours per day
KS4 (Year 10 and 11)	5 hours per day

Accessing remote education

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

All learners will access their remote learning through their school e-mail account and Microsoft Teams. Teachers will e-mail learners the links to their individual live lessons and will set independent remote learning tasks either via school e-mail or through assignments on Microsoft Teams.

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:

Questionnaires were completed with learners and families at the beginning of the academic year to determine those learners without digital or online access at home prior to school closures. For any families where the relevant information was not collated a phone call home was made to ascertain digital provision.

Parents/Carers should contact school and ask to speak to their child's Learning Leader if there are difficulties accessing the remote learning being set, so that support can be provided.

Where possible learners without ICT will be classed as vulnerable and will still be able to access their provision face to face in school.

Those learners identified as meeting the criteria to be either issued with or lent a laptop from school will be contacted directly by the school and upon collection of the device both learners and parents/carers will be issued with the appropriate documentation to sign.

Every 2 weeks learners will receive a call from school to check they are not experiencing any technical issues and the devices are being used to access the remote learning provided. Learner usage of the devices are monitored by the school and depending upon the length of a loaned device it may be necessary for ICT Systems checks to take place, this would be communicated directly with families.

For those learners identified as requiring devices that enable an internet connection there are a small amount of routers available. Those learners identified as meeting the criteria to be either issued with or lent a router from school will be contacted directly by the school and upon collection of the hardware parents/carers will be issued with the appropriate documentation to sign.

There has been information communicated with families regarding how to access free data minutes. Families are advised to contact school if more information is required.

Families of learners requiring access to printed materials will be communicated with on an individual basis to ensure the appropriate resources are provided that allow learners to access the work set. Learning leaders will work with families to arrange how and when work will be provided to learners eg posted or collected weekly and how and when completed work will be returned to school to allow teachers to assess

How will my child be taught remotely?

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

In KS3 there will be a mixture of live lessons (online lessons) and remote learning (independent) activities with a minimum of two live lessons a day. Depending on the subject / curriculum content being delivered, a live lesson may be delivered to one class or a larger cohort of learners. In KS3 learners will work to an amended timetable that is provided to all staff, learners and parents/carers.

In KS4 where staffing levels permit learners will continue to access all of their subjects, except for core PE, through live lessons (online learning) with their usual class teacher.

If staff are unable to deliver a live lesson learners will be informed via school e-mail and remote learning (independent) activities will be provided.

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?

Role of learners:

- Organise a suitable area at home to work from.

- Ensure that they have the appropriate resources for completing their learning.

- Complete the remote learning each day in line with the school timetable (this includes checking Microsoft Teams Assignments for any learning tasks and activities set by their teachers).

- Return completed work to class teacher as requested via Microsoft Teams Assignments / send work back to school in the prepaid envelope provided (if a posted learning pack is being used).

Role of parents/carers:

- Contact school (Learning Leader) if there are difficulties accessing the remote learning being set.

- Contact school (subject teacher or Head of Department) if there are concerns with the quality / quantity of remote learning.

- Organise a suitable area at home for learners to work.

- Ensure that learners have the resources they need at home for learning and contact school (Learning Leader) if there are any concerns / issues regarding this.

- Ensure that learners do complete their remote learning each day (learners should study the same subjects that are on their school timetable unless advised otherwise).

- Check Insight app to help praise their child for the work that has been completed and support completion of any outstanding assignments

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

Attendance is compulsory for all learners in all year groups, and will continue to be monitored daily and followed up in the usual way including when learners are expected to engage with and participate in remote learning.

When learners are in school accessing provision, attendance will be recorded and reported in the usual way using PARS, and non-attendance will be followed up as normal by the Attendance Officer.

When learners are at home accessing remote learning, teachers will monitor attendance daily using the facility on Microsoft Live Events, and non-attendance will be followed up. Teachers will reward learners for the completion of assignments and end of lesson quizzes after each live lesson. Families will be able to view their childs completion/non completion of assignments and quizzes via Insight. If learners are not engaging with remote learning, and are not completing or returning work set, a member of staff will make contact with home to discuss with parents or carers. Any persistent or ongoing concerns will be referred to the Learning Leader so that any additional support can be put in place.

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:

Teaching staff will still be expected to provide timely and meaningful feedback on work learners produce whilst working from home. In line with the whole school and subject specific Feedback Policy, feedback given will inform learners of what they have done well and how they can improve, followed by the opportunity to RAMP.

The types of feedback teachers can provide may not be in the same format as usual (e.g. Marking or providing feedback in an exercise book). Teachers are therefore encouraged to ensure that when they set work to be assessed for feedback that this is designed in such a way that meaningful feedback may be provided. Methods for doing this may include:

- ❖ Using the 'comments' function on online documents
- ❖ Providing whole class feedback in the next Live Events lesson using the whole school "spotlight" slide
- ❖ Sending direct written feedback via learners' school email accounts
- ❖ Using the feedback tools on Teams assignments

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 educations?

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:

- ❖ Parents/Carers of learners with SEND can contact school and ask to speak to ASPIRE centre staff for further information or support with remote learning.

- ❖ All EHCP learners have been encouraged to be in school, for those who are not in school daily calls are made by the learning support team. These calls are to review work completed and check learners have access to lessons and resources

- ❖ Teachers will continue to refer to PIPs to identify strategies to support learning and differentiate the lesson/tasks for learners. Where a lack of engagement from SEND learners is identified teaching staff will inform staff in the ASPIRE centre.

- ❖ Teaching assistants have been assigned to lessons with the class teacher so that they be part of the on line lessons and are able to check the assignments completed by the learner.

- ❖ Where possible interventions have been added to learner timetables for those at home and those in school.

- ❖ For learners in school teaching assistants have been assigned to the vulnerable groups.

- ❖ Where possible interventions for the vulnerable learners have been timetabled.

- ❖ Pastoral support for SEND learners is in place for all those who are in school or at home.

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?

During either Tier 3 or 4 closure it may be the case that bubbles of learners or individual learners may have to self-isolate. This group of learners will be a fluid group, and the composition of the group will be monitored on a daily basis by our attendance officers. Learners identified as falling into this category will be recorded centrally so the distribution of learning can be monitored.

In the case of a bubble of learners having to isolate and where staffing levels permit learners will continue to access their timetabled curriculum as set out earlier through a mixture of live lessons and remote learning set via Teams assignments.

In the case of individual or partial bubble self-isolation learners will be provided with work that is in line with the curriculum provision each year group is experiencing in school. Dependent upon individual circumstances learners will either be provided with a range of remote learning activities, via Teams assignments, that represent the range of subjects studied or a pack of work will be prepared and posted.

Dependent upon the method of working learners will either submit their completed work to their class teacher, via Teams assignments, or ensure completed work is returned to the class teacher once the period of self-isolation has passed. Families can contact school and liaise with Learning Leaders if learners require further support during self-isolation.