

## **A guide to remote education provision in Chenderit: 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 if students are required to remain at home.

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

In preparing this document we have followed the government guidance issued on 16<sup>th</sup> December 2020, asking that guidance is published on school websites by 25<sup>th</sup> January 2021.

This document has since been updated (January 2022) using the newest version of Guidance for full opening of schools(Updated Jan 2022) and The Coronavirus Act 2020 Provision of Remote Education - <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

We have retained some of the prompts, in italics, where they help clarify the questions we have been asked to answer.

## **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?**

*In this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.*

Our aim is to make remote learning available as soon as possible.

It is likely that staff will need to prepare for remote learning, particularly when only part of a class or year group are not in school for Covid related reasons.

On the first day or the day they are sent home, students should have their books with them, and may be able to continue the tasks they have been set, or were working on in the previous lesson.

If a member of staff is teaching all day, and not able to post work on Show My Homework/Satchel One, then students should review their work, complete any gaps, respond to teacher marking, and revise what they have been learning. It is good practice to review what we have learnt regularly, so this will be a useful activity to do at any time.

If a member of staff is ill, there may be a delay in the setting of work, as colleagues who are filling the gap arising from the absence may be busy during the day.

As soon as possible, which is likely to be the start of the second day, staff will set work on Show My Homework/Satchel One.

This may involve a live lesson where the teacher will be running a live lesson involving students at home and in school (hybrid teaching model)

**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.

For example, where lessons have a significant practical component, we may have to substitute activities, or adapt them: in PE or Technology for example we may set theory work, or short practical activities that students may do at home.

In some subjects we have rearranged the order in which tasks are covered, so that those more suited to remote learning are carried out at home. This happened in English GCSE, where studying the poetry module was more appropriate than *Romeo and Juliet*: the same content was covered, but in a slightly different order.

Throughout 2020 - 2021, we made every effort to teach the planned curriculum, and we are continuing to do so throughout 2021-2022.

**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:

Secondary school-aged pupils not working towards formal qualifications this year	We expect students to follow the normal school and homework timetable, with 25 hours of subject teaching, plus regular tutor time.  Homework should follow the normal timetable.
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<p>Secondary school-aged pupils working towards formal qualifications this year</p>	<p>We expect students to follow the normal school and homework timetable, with 25 hours of subject teaching, plus regular tutor time.</p> <p>Homework should follow the normal timetable.</p> <p>Students will also be working on extended projects, including NEAs (non-examined assessments) and other coursework. They will also be set revision work, and a wide range of support activities using subject specific software, such as Mymaths or Kerboodle, and GCSE pod.</p>
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## Accessing remote education

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

*If you are using online tools or digital platforms, either for delivery or for assessment, please share the names of these resources.*

Work is set on Show My Homework (SatchelOne), and students are familiar with this as part of their normal way of working.

Increasingly, staff are also using Google Classrooms, which is also the only way students are able to access live lessons. If the lesson is streamed live, your child should follow the instructions provided through their Gmail account when Live lessons are authorised for Covid related reasons.

On these two platforms staff may also signpost and add links to websites or resources specific to each individual subject.

### 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:

*In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:*

- *how you will issue or lend laptops or tablets to pupils, and where parents or carers can find more information*
- *how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information*
- *how pupils can access any printed materials needed if they do not have online access*
- *how pupils can submit work to their teachers if they do not have online access*

We are committed to supporting as many students as possible to access learning online. It is Covid secure, and is helping students learn ways of communicating and using software that will prepare them for further study and the world of work.

During the period of extended partial closure in the summer term of 2020, initially we had a number of students who did not have online access. Staff in school printed and posted home work for students with no access. We sourced and distributed hardware to eligible families to help them get online. By the end of the period of partial closure almost all students were in a position to access work remotely.

We contact families once we are aware of a problem with access owing to lack of hardware or the internet. If parents are concerned that they are in this position, they should contact their child's Head of Learning – who will discuss with our IT team the best way to support them, accessing government-funded resources where appropriate.

Students are able to submit work via email or Google classrooms, meaning they do not have the expense and resource implications of having to print documents. In some cases, they could photograph their work, using a phone, and submit that.

In a few cases, students have come in to school to collect paper copies of work, and returned completed work to school.

We are aware that in families where there is more than one child at home, access to hardware for a live lesson can be difficult. In some cases, students can access work on their phones, and write their work in their books: they can photograph their work to show it is completed.

## How will my child be taught remotely?

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

*In this section, please list the range of approaches you use to teach pupils remotely.*

When a whole year group is working remotely, routinely we use live lessons, using Google Meetings. Our aim is to provide the full timetable of lessons, and tutor periods, so that students keep normal working hours.

When a student is absent and the rest of their class is still in school, live lessons may be used and the student will be accessing the same lesson as their peers - hybrid teaching.

In some situations, and, for example, where a teacher is absent, work will be set on Show My Homework (Satchel One).

For lessons with practical activities, teachers may run a live lesson for part of the hour and set students off on a task for the second part of the lesson.

Resources are shared on Show My Homework and Google Classrooms.

Students may be asked to watch videos or listen to podcasts: these are all included as links on Show My Homework.

We do not set extended projects unrelated to our planned curriculum.

## 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?

*In this section, please set out briefly:*

- *expectations for pupils' engagement with remote education*
- *expectations of parental support, for example, setting routines to support your child's education*

In many important ways, our expectations of students are exactly the same as for classroom lessons. In joining a live lesson, students are accepting the conditions on which they are carried out: we expect them to turn up on time, participate, and behave respectfully and kindly to one another, to complete work asked and submit it as required.

We expect parents to ensure their child attends lessons, contributes appropriately and completes all work to the best of their ability.

Remote learning is a challenge for all of us, students, parents and teachers. We expect parents to help us manage this complex situation by encouraging and supporting their children, particularly when frustrations arise.

We are aware that some parents will have the time and expertise to talk to their child about work in detail, but others will not, and teachers have to be aware of different family circumstances. The most helpful thing parents can do is to remind students of the big picture: schools, students and teachers across the country are wrestling with new challenges, and all we can do is our best.

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

*In this section, please set out briefly:*

- *how, and how often, you will check pupils' engagement with remote education*
- *what action you take where engagement is a concern, including how you will inform parents and carers*

Staff will keep a record of who is attending live lessons and submitting work.

While staff can check who is online, it is impossible to monitor engagement throughout a lesson, as we can in the classroom. Collecting work in and marking it takes longer remotely than it does when checking a set of books, but teachers will strive to monitor progress as much as they can, often through marking particular assessments.

When staff are concerned that students are regularly not completing work we will contact parents; we hope they will explain any circumstances that produce a barrier to learning, and work with us to try to remove them.

## 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:

*In this section, please set out briefly:*

- *the methods you will use to assess and feed back on pupils' work*
- *how often pupils will receive feedback on their work*

During live lessons teachers will assess understanding by asking questions, sometimes by using the chat facility.

Notes and classwork may be briefly checked for completion and care, sometimes by use of a scanned image, but more likely when students are back in school by checking their books.

Staff may use online tests and quizzes to assess factual recall or understanding that can be checked through multiple choice or short answer tasks.

Assessed pieces of work may be set that require longer answers to be submitted online.

Our school policy is that work is assessed by peer, self or teacher every three weeks, and we hope to maintain this routine, though there will be variation according to circumstances at the time.

## **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:

*In this section, please set out briefly:*

- *how you work with families to deliver remote education for pupils with SEND*

Staff endeavour to support students with appropriately differentiated resources. For a small number of students with SEND, the ability to work at home without the time pressure of keeping up with other students in a busy classroom, was a positive experience. For many others, it was a challenge, and where we are aware of problems, we will try to offer phone support or one-to-one Google Meetings to help.

## 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 this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.*

It is clearly impossible for teachers to teach their classes and provide separate lessons for students at home, so in general most teachers will “live stream” their lessons, which means that students join the lessons from home.

In some lessons this is easier than others: where there is a small class, perhaps in the sixth form, students from home can join in discussion and can often hear contributions from the whole class.

In most lessons, students joining from home will be able to see the PowerPoint, and hear the teacher, who may be able to check the progress of the students at home during the lesson.

However, there will be some lessons where it is not practical or desirable for students to join remotely. In this case, and for the work associated with live-streamed lessons, students will need to check Show My Homework/Satchel One.

Where students need to self-isolate and need to join live-streamed lessons, we ask them and their parents to read and sign a protocol, which is attached below.

When joining a live-streamed lesson, students need to be patient: at the start of the lesson the teacher may be registering the class and setting up their laptop, and therefore not streaming immediately.

## **Chenderit school protocol for accessing live-streamed lessons**

Dear Parents and students

The government *Guidance for full opening of schools*, updated on 19<sup>th</sup> January 2022, and subsequent changes to legislation makes clear the expectation that we need to have in place contingency plans to deal with full or partial closure, or when a class group or small number of pupils need to remain at home.

During the period of closure from March 23<sup>rd</sup> onwards, we developed our provision, following government guidelines: we set work, produced live lessons, and for examination years, carried out exams online. We were therefore able to deliver our planned curriculum, and were already meeting the expectations that have now been put in place for this term.

If we are in the position where we have to close the school, or a whole year group bubble needs to stay at home, we will deliver our lessons via Show My Homework, and live lessons using Google meetings.

If individuals or small groups of students need to isolate, the situation is more complex, because staff will be preparing and delivering their lessons, and assessing work, for their classes as normal, and at the same time enabling students to access work from home.

Our protocol for providing lessons for individual students or small groups working at home is as follows:

- If students are unwell and displaying symptoms of Covid, they should be kept off school, and a test arranged. Parents should inform the school that a test result is awaited. Students will need to keep up-to-date with the normal work set on Show My Homework. The school will code this absence as X – meaning test results are awaited.
- Once test results come back, if they are negative, the student returns to school, and catches up any missed work, as they would for any other absence.
- If the student is tested positive, parents need to inform the school, with confirmation of the test result: the absence will be coded I (for isolation).
- The school will send home the protocol for receiving live lessons (attached) which parents and students need to sign and return.
- Where it is appropriate, staff will live-stream all or part of the lesson, using their laptops. There may be times during the lesson where the member of staff needs to use their laptop, for example to register students, when the live-stream will be paused.
- In some lessons, for example lessons on the field, live-streaming will not be possible.
- Students will be able to log in to the lesson, using the link provided on Google classrooms. The same link will be used for each lesson in any particular class or subject: teachers will not send a different link each lesson.
- Teachers will direct the laptop camera to capture the front of the class and the board, and not at the class.
- Live lessons will be recorded, so that the school has a record of the lesson, but recordings will not be shared with students or parents.

- Teachers will share resources with students who are working from home using Satchel:One (Show My Homework) and the Google Classroom.
- Parents should inform the attendance officer when a student is returning to school.

It is the responsibility of students working from home to log in to the lessons at the appropriate time, and to respect the normal rules of school when participating remotely. In some situations, the teacher may be able to ask students working from home questions during the lesson, for example in a small group sixth form lesson.

In order for students to be able to participate in live-streamed lessons we require them to sign to accept the following conditions.

**Conditions of being allowed to access live-streamed lessons:**

- I will access the lessons during the timetabled slot for my class.
- I will check Satchel:One (Show My Homework) for any resources I need.
- I will complete work set by the teacher in the same way students are doing in class, for example writing answers in my book.
- I will submit homework as required.
- I will behave exactly as I would be expected to if I were present in class, and respond if asked to contribute.
- I accept that for some lessons (or parts of lessons) live-streaming will not be possible, in which case work will be set online.

Name of student:

Signature of student:

Name of parent:

Signature of parent:

Date of absence:

Reason for absence: