Whittington Green School

Dream Reach Achieve

Remote Education Provision

January 2021

Policy Details	**Date**
Policy written	January 2021
Policy agreed by governors	January 2021
Review cycle	1 yearly
Policy review date	Spring 2022

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 document.

The remote curriculum: what is taught to pupils at home

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, in some practical subjects our students are watching demonstrations and then can make the item after the lesson should they wish to do so.
- We are providing differentiated work for students who require this.

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:

Our students are in Key Stage 3 and Key stage 4	Our staff are teaching 5 hours of lessons per day, this includes teacher led and independent learning.

Accessing remote education

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

We are using Microsoft TEAMS to provide on line lessons.

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 have contacted all parents/carers to ascertain how our students are accessing on line learning and have been able to lend laptops to those students who require one.
- We have applied for increased data allowance as requested by parents/carers
- We have sim cards available loaded with 30Gb of data for those who are on a network which is not supporting the increase in data for online learning
- For any student not able or wanting to use remote learning we print off the work they require in order to complete lessons independently
- Students unable to submit their work online can pass completed work to staff who take out the next section of their work or they can bring it into school when we return to normal workina.

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching - as part of some lessons Whittington Green Staff may use lessons from Oak National Academy
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research

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?

- We expect all students to engage with remote education
- We expect parental support so their child(ren) join all their lessons, for example, setting routines to support their child's education.
- Where possible parents should provide a quiet space for their child to engage in their lessons

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

- We use the TEAMS register to check attendance and teachers regularly ask questions throughout lessons to ensure engagement and we ask for a quick 'hello', 'goodbye' to check student remains on line throughout the lesson, staff will also ask for students to use the chat facility or the microphone to ask questions
- When engagement is a concerned the subject teacher, the pastoral lead or a member of SLT will telephone, email or make a home visit to ascertain reasons for non-engagement.

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:

- Work submitted on line will be marked and feedback offered before returning to a student
- Work submitted as a hard copy will be marked and feedback offered before returning to the student
- Staff aim to offer feedback at least every 6 lessons.
- Assessment for learning will take place every lesson through questioning, both verbally and through the chat facility
- Children will complete assessments created by the teacher through Microsoft Forms
- Online quizzes will also be used

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:

- We have teaching assistants who attend every online lesson and throughout may use breakout rooms to deliver remote education for particular students with SEND
- We have substantially differentiated work for some SEND students, here the student will start the lesson with the subject teacher and then completed their work with a teaching assistant in a breakout room
- During form tutor time, teaching assistants will deliver intervention programmes to identified SEND students
- At the end of the day teaching assistants will contact identified SEND students to discuss any work that they have found particularly problematic and offer support.

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?

- The classroom teacher will deliver the lesson through Teams when in the classroom so that any child who is self-isolating does not fall behind their peers while they are not able to come in to school.
- If there are any problems with delivering the lesson through Teams then the work will be emailed for the child to complete independently and then submitted to the teacher for feedback
- Paper-based work will be provided for anyone who does not have access to remote learning via the internet.