

## Remote learning provision – information for parents 2020 - 2021

**Remote education provision: information for parents**

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

Note: this document follows the format suggested by the Department for Education.

## Remote Learning: expectations in different scenarios.

This document is based on the requirement from DfE for “high quality remote learning” for **all students** absent from school for reasons related to the COVID 19 pandemic.

In all of the scenarios, the work set will replicate, so far as is possible, the normal school curriculum at the time of absence. Clearly, in some practical subjects this will not be possible. There is a significant difference between what is possible if teachers are still teaching in school, and what can be achieved if they are not.

Individual students are absent because they are self-isolating. They have not been sent home by the school.	Some students from a class are self-isolating. They have been sent home by the school.	A whole class is absent because the class, or their year group has been sent home, or because the school is closed.	School has moved to a “two week on two week off” rota system for each child.
Teachers <b>cannot</b> teach remotely to the normal timetable, because they are still teaching in school.		Teachers <b>can</b> teach remotely in the normal timetabled slots as their class is at home. Teachers may also be supervising priority students in school.	Teachers are teaching half of each class in school; the other half are at home.
<p>Student will have access to lesson material stored on One Drive and shared with students.</p> <p>In years 10 and 11, staff will use Teams to share material with students and to check in with them.</p> <p>In some subjects, for example year 10 and 11 ICT, staff can allow students to follow a lesson in real time as it is taught in the classroom.</p> <p>Work will be marked on return to school.</p>	<p>The class work will be set on Teams by the <b>class teacher</b>. This will be set as <b>individual lessons</b> but could be set in advance as a block of lessons.</p> <p>Direct instruction using recorded or live video may be used but is probably not possible in most cases.</p> <p>Students will work through class materials.</p> <p>Learning and engagement will be checked by asking students to return work, or photos of work using Teams.</p> <p>Work will be marked on return to school.</p>	<p>Individual teachers will use the freed lesson time for remote teaching <b>of their own classes</b>.</p> <p><b>All lessons</b> will include checks on learning.</p> <p><b>In every four-lesson block:</b></p> <p>At least one lesson will include video (or voice over ppt.) of direct instruction, live or recorded, ‘homemade’ (e.g. Stream) or Oak Academy.</p> <p>At least one lesson will include an assessed piece of work submitted on Teams, with teacher feedback.</p> <p>At least one lesson will include planned teacher contact. This could be a video group tutorial or Teams chat.</p>	<p>The curriculum would be split into:</p> <p>Things to be addressed in school: direct instruction, practical work, correcting of misconceptions</p> <p>Elements to be completed at home: assessed work, checking of learning using questions. Demonstrating use of the skills taught in lessons.</p> <p>Work set for the two-week home phase will include submitting work using Teams to check engagement.</p> <p>Over a four-week cycle, all students would cover the same curriculum.</p>

Students working at home will have access to our virtual assemblies.

**Will my child be taught broadly the same curriculum as they would if they were in school?**

We will teach the normal school curriculum in all subjects except those that would normally involve practical work (art, design technology, food, PE, science, music, drama). In these practical subjects we will provide meaningful and useful work on the areas of the curriculum that can be covered at home. Depending on the length and nature of the period of remote learning, we may teach the curriculum in a different order, focussing on 'theory' work remotely and catching-up on practical work on the return to school.

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

Work will be set for all five one-hour lessons in a day. We are aware that some students will be able to work faster at home than in school, many others will find that accessing work and using ICT systems slows them down. We will keep the amount of work set under review aiming to provide challenge and avoid students falling behind whilst not creating undue stress for students or parents.

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

The vast majority of a student's work will be set using Microsoft Teams. This platform allows teachers to set work, share video content and to teach or meet live with students. Teams will also be used by students to submit work for assessment and by teachers to provide feedback on that work.

All students and teachers have been trained in the use of Microsoft Teams.

Work that is set will also be referenced on the Go4Schools system. This allows parents to see exactly what work has been set and when it is due in.

Some departments will use additional subject specific platforms to set work, for example MathsWatch and Educake. This work will also be referenced on Teams and on Go4Schools. All students who have timetabled extra English lessons are being closely monitored, and are accessing the Accelerated Reading programme online and through posted reading material.

**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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

We have surveyed all parents to understand the problems of access that exist.

We always set work in a way that allows it to be accessed, completed and returned using minimal ICT resources. For example, task read from a smartphone, completed on paper, photographed on the phone and e-mailed to the teacher.

We have prioritised families by need for additional ICT equipment, as we secure equipment from the DfE schemes we pass it to these families in order of priority.

## How will my child be taught remotely?

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

Instructions will be provided by:

Written instructions.

PowerPoint presentations for students to work through in their own time.

PowerPoint with teacher voice over explaining concepts and tasks.

Recorded video lessons made in school by the class teacher.

Nationally available recorded video lessons from providers like Oak Academy.

Live teaching from the class teacher.

**Note:** we deliberately avoid using too much live teaching. We know that only 51% of our students have access to their own computer. In households with shared ICT equipment live lessons do not work and add to parental and student stress. Live lessons can also be difficult when students work at very different paces.

We support the view of Ofsted that, whilst live sessions have a place in securing engagement and live tutorial and feedback sessions can be useful, live lessons are not always the best approach to take. Direct instruction teaching is often better delivered using recorded materials.

Tasks may involve:

Answering quick questions to check engagement and understanding.

Longer tasks such as completing art work or extended writing pieces.

Answering questions. This may be written or in the form of an online quiz.

Completing GCSE controlled assessment work at home.

Explaining answers or answering questions in a live tutorial or lesson.

Completing and reporting on practical activities, for example in PE.

Completing tasks on websites such as MathsWatch or Educake.

## **Engagement and feedback**

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

We understand the difficulties of supporting children who are working at home whilst perhaps working from home yourself. Many of our staff are in the same position.

We try to set work that will need minimum input from you. The skills need to work remotely are important life skills; organisation, planning, e-mailing for clarification, chatting with staff on Teams, engaging in video calls. Clearly, some students will be more able to work independently than others.

We would suggest that you:

Help your child to set up and understand the ICT equipment and programmes they need. Given how proficient some young people are with ICT, perhaps ask them to give you a 'tour' of the equipment and programmes they are using.

Help your child to organise a study space. We understand that not all children have their own room, but providing a study space with stationery, free from distractions, will support their learning. Help them to prioritise by encouraging them to make a timetable that fits around any constraints during your and their day. You will know exactly what they have been set to do from the Go4Schools app.

Show an interest in their work and check in with them when you can to see how things are going.

Perhaps help your child work through lessons or tasks that they find difficult.

Encourage them to take regular breaks and exercise in the interests of their overall wellbeing.

Above all, remember that this is your child's work. They might need some help and support but they should not need you to 'home school' them. If you, or they, are struggling please get in touch with us, we can help. Contact details are at the end of this document.

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

Lessons will include opportunities to check learning.

Microsoft Teams also allows us to easily see which students have viewed and accessed a particular piece of work and which have returned it for marking.

We have asked all of our teachers to keep a record of the engagement of students. All students will miss some lessons due to other commitments at home, ICT problems etc. However, if your child does not engage with lessons then:

- Initially the teacher will make contact with your child by e-mail or over Teams.
- If the problem isn't solved the teacher will contact you, the parent.
- If students still don't engage with work, the matter will be passed to a member of the pastoral team. They will check with you if you need additional support, for example with ICT equipment.

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

Students can submit completed work using Microsoft Teams; they can upload files or send photographs of work. Teachers will check that the work has been completed.

As we do in school, with some work a check for completion is enough, for other identified pieces of assessed work more detailed marking is appropriate. Teachers can give students feedback through Microsoft Teams either in writing, with an audio clip or in a video tutorial. In some subjects, self-marking software can be used to check understanding.

Teachers will track students' progress as we would in school. By building up evidence over time and by recording grades. You will continue to receive reports and parents' evenings will go ahead virtually.

### **Additional support for students with particular needs**

We recognise that some students, for example some students with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the pressures this may place on families, and we will work with parents to support those pupils in the following ways:

- For most students based in learning support, remote learning without significant support is not a viable option. We recognise that many parents will not be able to provide this level of support all day every day. Our learning support provision is running as normal in school with all lessons being taught as normal. This fits with the government's guidance for special schools which is the most appropriate guidance for this provision.

We would like to see all of our learning support students working in school every day.

- Where it is not possible for students based in learning support to attend school, we will do our best to set work that can be done at home. This is likely to be paper based project style work focussing on the key skills of English and maths. Our learning support team will liaise closely with parents over the best approach.
- Students with EHCPs who work in mainstream classes are entitled to attend school if they wish. When these students do attend school, we can provide teaching assistant support whilst they work through remote learning content in our ICT rooms. Where students do not attend school, our SEN team will liaise with parents about the best way to support remote learning.

### **Contacting staff for support with remote learning/school closure**

Please note that, in line with government guidance for employers, COVID-19 restrictions may mean that staff are working from home. It is often best to contact staff by e-mail, or to leave a message at school reception and ask for a call back.

### **Questions or support with remote learning including the use of Microsoft Teams**

Contact: Allison Griffiths, assistant headteacher [agriffiths@chapelhigh.org.uk](mailto:agriffiths@chapelhigh.org.uk)

### **Questions about access to the internet and resources (help with getting devices or internet access)**

Contact Rachel Rongong, deputy headteacher [rrongong@chapelhigh.org.uk](mailto:rrongong@chapelhigh.org.uk)

### **Questions about remote learning and children with SEND**

Contact our assistant SENCOs:

Kinder and Hollins houses, Chloe Tyler [ctyler@chapelhigh.org.uk](mailto:ctyler@chapelhigh.org.uk)

Bowden and Combs houses, Laura Rowland [lrowland@chapelhigh.org.uk](mailto:lrowland@chapelhigh.org.uk)

### **Concerns about your child's wellbeing, accessing support for your child.**

Contact your child's Pastoral Leader:

Bowden House, Sonjia Webb [swebb@chapelhigh.org.uk](mailto:swebb@chapelhigh.org.uk)

Combs House, Claire Johnson [cjohnson@chapelhigh.org.uk](mailto:cjohnson@chapelhigh.org.uk)

Hollins House, Damian Wightman [dwightman@chapelhigh.org.uk](mailto:dwrightman@chapelhigh.org.uk)

Kinder House, Clair Louis [clouis@chapelhigh.org.uk](mailto:clouis@chapelhigh.org.uk)