



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

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. Occasionally, the content of the curriculum is very demanding or requires a practical element and does not lend itself to remote education. Teaching these areas requires more personalised teacher explanations and support which is not easy to offer remotely. Where this is the case subject curriculum plans have been adapted to ensure that the topics taught are those which easily lend themselves to remote education.

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 and 4	5 hours a day
Post 16	Equivalent to the number of contact hours timetabled in the day plus additional independent work where it is appropriate and meaningful

Accessing remote education

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

All of our remote learning is set through Microsoft Teams. If appropriate subjects may use additional platforms such as Hegarty Maths, Educake or Oak National Academy or require students to use hard copy resources which have been arranged. Even when this is the case students will be signposted to the specific task through Teams.

To access Microsoft Teams your child will need their school email address and network password. If they have any difficulties accessing Teams then IT support can be contacted through emailing admin@thepolesworthschool.com

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:

Laptops

- The Department for Education (DfE) has provided to schools to help children and families access remote education during coronavirus (COVID-19).
- We have made available as many school laptops as possible.

Both of these can be accessed through emailing admin@thepolesworthschool.com (please note that we have a limited number available and you may have to meet additional criteria)

Data

We can help disadvantaged students who do not have access to the internet through two government schemes:

1. temporary increases in data allowances for mobile phone users on certain networks. (As of January 2021 EE, O2, Sky Mobile, SMARTY, Tesco Mobile, Three, Virgin Mobile, Vodafone)
2. requesting a 4G wireless router (please note that scheme 1 is the preferred option and you cannot request a router if you are eligible for mobile data)

To request help with internet access please email admin@thepolesworthschool.com

If we aren't able to provide a laptop or data for a student who hasn't got access we are happy to provide hard copies of resources and/or discuss them attending school during lockdowns as part of our key worker/vulnerable provision.

How will my child be taught remotely?

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

We have established a common approach across all year groups, where teachers will tailor the delivery model to best support the teaching of the current topic and the students. This approach may include a mixture of live teaching, project work, pre-recorded lessons and the use of online resources. Where a lesson is delivered live, the live aspect will focus on the teacher's explanation and checking understanding, before students complete the learning activity. It may be necessary for us to send resources home or arrange for them to be collected for some subjects if this is appropriate to the current topic. Regardless of the delivery model, teachers will be available during lesson time to answer questions and support learning.

An example of what this may look like:

Lesson 1 - a live lesson with a detailed explanation of new learning with learning activities for the student to complete with teacher support online.

Lesson 2 – a pre-recorded or video lesson with reinforces the learning from lesson 1

Lesson 3 – Students work independently on applying their learning using an activity set by the teacher with online support where needed.

Lesson 4 – a live lesson which focuses on the main learning from lessons 1-3 followed by an assessment or looking at an exam question together.

This example is only to illustrate our hybrid approach to teaching your child and the actual approach will vary depending on what is appropriate for the subject at that time.

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 expected all students to follow their normal school timetabled from 8.30am each day on Teams during the lockdown. We are very aware that students are working at a computer, laptop, tablet or phone for the entirety of the school day, which is tiring for them. Therefore, guidance has been issued to teachers that lessons must be completed within the hour, ideally 50 minutes to enable a little breathing space between lessons. Years 7-11 will not be set homework during this lockdown period.

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

The first way to check your child's engagement is to ask them to go through their Teams with them. This will provide you with a good overview of what they are being set, what assignments they have submitted and give you the opportunity to discuss the remote learning with your child. We are working to set up a weekly email from Microsoft Teams which will let you know what assignments your child has been set and which they have submitted. In addition to this teachers send reports on engagement with remote education for individual students every fortnight which are collated centrally and if we have any concerns you will be contacted by a member of staff.

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:

At KS3 and KS4 teachers are using different ways to assess students work and give them feedback.

Some subjects are setting assignments on Teams which should be completed and uploaded by the students. Teachers are reviewing this work and may give whole class or personalised feedback. The 'chat' function could be used for whole class feedback.

Some subjects are asking students to work on projects that will be assessed when students return to school. Teachers will be giving feedback at different points during the project, so the feedback is ongoing.

At KS5 the tasks set may require students to write an essay, respond to exam question or complete their knowledge organisers. Teachers may be assessing the written work that has been shared with the by the student. The feedback will be similar to what would normally be offered to post 16 students.

During 'Live' lessons teachers may offer verbal feedback to the class on the work completed. They could also pose questions to students to gauge their understanding of a specific topic.

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:

Our SENCO coordinates a schedule to contact our most vulnerable or highest need students with SEND. Support as a result of this contact is highly individualised but could include remote interventions or being invited into school as part of the key worker/vulnerable provision during lockdowns.

Our Teaching Assistants are included in Teams for specifically identified students and they support them in a similar way as they would in class. Our Inclusion intervention programmes for literacy and numeracy also continue to be delivered remotely where necessary.

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?

If your child is self-isolating we are following a very similar approach to that which we used for school closures. Many of our teachers have found that the most effective approach to teaching self-isolating students is to include them in the class remotely while also delivering to the rest of the class who are in school. In this way the explanation of the content and the learning activities can be consistent. However the approach taken does depend on the subject and what is being delivered at that point. It may be appropriate for self-isolating students to have a mixture of live teaching, project work, pre-recorded lessons and the use of online resources.