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 if 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

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

- We aim to teach the same knowledge-engaged curriculum remotely as we do in school.
- The remote education that students receive should be equivalent in length to the core teaching that pupils would receive in school.
- However, we have needed to make some adaptations in some subjects. For example, in practical subjects, such as Art, Music, DT and Drama there is a more theory based approach, although opportunities for practical work are encouraged, where possible and appropriate.
- The use of videos is encouraged, for example to demonstrate music performances or science practicals.

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 (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Use of textbooks and reading books that pupils have at home
- Commercially available websites supporting the teaching of specific, including video clips or sequences
- Guided independent tasks
- Printed paper packs produced by teachers when students are unable to access work remotely. Schools will track and monitor this closely so that these students can be identified.

There is an acknowledgement that students may not always be able to attend live lessons, so resources are always made available on the virtual platform so that this can be accessed at any time. No child will be disadvantaged from being not able to attend a live lesson.

Remote teaching and study time each day

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

Students are encouraged to follow their published school timetable to provide routine and normality. This should equate to 5 hours a day for all secondary school students. Students in examination classes may also have additional learning activities to complete beyond this time.

In addition:

- Practical PE opportunities are encouraged.
- PSHE provision will be continuing in all schools.

Accessing remote education

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

Your child will be able to access their remote education through the following platforms:

At the Coleshill School students will access their remote education primarily through (the digital platform) of Microsoft TEAMs to ensure that there is a consistent approach to allow interaction, assessment & feedback.

Students have all:

- Received clear instruction (which can be found on the school website (https://www.thecoleshillschool.org/remote-learning/remote-induction-2) on how to:
    - Access Microsoft TEAMs using any learning device
    - Be able to navigate and use the key features that will enable them to confidently interact, access learning materials and hand in assignments (where appropriate)

Staff will receive ongoing and regular training & development opportunities to secure a good quality of remote education. This will include the use of features on Microsoft TEAMs (the schools chosen online platform) to deliver learning experiences that engage students whilst they are working from home.

Our remote learning policy can be found under policies on the school website using the following link: https://www.thecoleshillschool.org/about-us/policies

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. Ensuring that all students are able to access the work set is a priority for all schools.

- Identify students unable to access learning remotely through a rigorous tracking system that is continually monitored and reviewed, (with a specific focus on key groups e.g., Students in receipt of pupil premium funding as well as students with SEND and who may be classified as vulnerable) and an informed decision will be made on a case-by-case basis to either:

  i. Provide a learning device, data package or dongle that ensures they are able to access and learn effectively from home. Please note that this is limited to what we have received and have been issued as a school by the DfE.
  ii. Create and disseminate learning packs, resources, textbooks for students, where remote learning and the digital platform does not meet their needs, but learning packs secure their ability to learn from home
  iii. Students issued with a work pack will receive a stamp addressed envelope which will enable them to return their work to their teachers
  iv. Invite students that are unable to access and complete learning at home remotely into school to ensure they have a consistent access to education

- Regular communication with parents and carers will ensure that they are able to contact the school if their child is unable to access, complete or require support with their home learning. As a result, the school will make an informed decision (on a case-by-case basis) to ensure the most appropriate action is taken, that will ensure their child is able to effectively continue their learning and that we provide equality of opportunity for all our students.

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?

All children are expected to engage with the home learning set by school. Staff can expect students learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work

Parents/carers can support remote learning through:

- Supporting their child to establish a daily routine with regular breaks, exercise, opportunities for social interaction and other age appropriate activities

- Providing a quiet workspace (if possible) for your child to use which is free from interruptions.
- Checking in with your child on a regular basis to ensure that they are engaging with the work provided.
- Implementing safety controls and privacy restrictions on apps and software.
- Ensuring that children only use official school communication channels (It is important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site).
- Contacting the school office by email if your child is struggling to engage with the home learning set. A member of staff will be in touch to offer support.

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

- Teachers will note the engagement of all children in remote learning. Our systems enable us to check daily which students are engaging with remote learning and this is followed up by school staff.
- Where engagement with remote learning is a concern, the school will contact you to clarify expectations and to discuss any additional support that might be needed.

Class Teachers

- Group call non-attendance to live lessons
- Praise points - to track and monitor attendance and engagement to facilitate tracking and monitoring and initiate appropriate follow up actions

Form Tutors

- Interaction with students to support their mental health & well-being

- Check in on students' remote learning using the tracking system to identify where they might be barriers to learning. Form tutors will signpost these priorities to the most appropriate person or liaise with relevant stakeholders.

Year Leaders/Progress Team

- Regular communication with identified students
- Will use the tracking sheet to identify any students that are unable to access remote learning, liaise with parents and the relevant stakeholders to initiate appropriate follow up actions

Regular feedback will be collated from a variety of stakeholders on our remote education, to continue to develop the quality of our provision.

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:

Your child's teacher will use a variety of approaches to check for understanding and assess progress through a combination of the following:

- Lessons will be designed to have formative and summative opportunities built into them, enabling pupils to receive timely and frequent feedback on how to make progress.
- In live lessons, teachers will ask structured questions to assess understanding and will be able to offer immediate feedback.
- Children may complete online quizzes to retrieve prior learning or to explain their understanding of new content. This approach provides immediate feedback for the child and the teacher.
- Children may be asked to submit completed activities and tasks through the online platform.
- Assessment will be used to ensure that teaching is responsive to pupils' needs and addresses any gaps in knowledge.
- Formalised assessment opportunities at the end of a section of work.
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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:

Teaching staff pay due regard to the SEND needs of students when setting remote learning activities.

SENCO's will deploy teaching assistants to contact families to ensure that learning needs are met within their remote learning.

Teaching assistants are deployed to work with assigned students to deliver an ambitious curriculum appropriate to their level of need.

Where possible, external agency work with vulnerable students will continue.

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 students are self-isolating whilst the rest of their year group are in school then schools will follow the approach outlined below:

- Students will continue to follow a broad and balanced timetable
- Teaching staff will upload the work for each lesson onto the online platform at the start of the school day.
- If any students who are unable to access work remotely, parents/carers should contact the school so that additional support can be provided.
- Students will submit work to teachers for assessment, in line with usual expectations.

If classified as a vulnerable student:

- Systems will be put in place to maintain regular contact
- Their social worker will be notified (if they have one) and the best way to maintain contact and offer support agreed.
- Procedures will be put in place to check if they have access to remote learning and technology provided if needed.