Guilsborough Academy
Guilsborough Multi Academy Trust

Remote Education: Information for Parents and Carers

This document aims to provide you with a single point of reference about how we will provide remote education to pupils in the event of school closure or pupil isolation relating to coronavirus (COVID-19).

From 25 January 2021 this document will be published on our school website to support understanding of what pupils, parents and carers should expect from our remote curriculum.

We aim to replicate our school-based curriculum delivery as much as possible so that students, parents and carers benefit from a consistent, familiar approach. Where capacity allows, access to wider support services, such as counselling and mentoring, will continue remotely to support learners with additional learning needs.

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

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.

Our extensive remote curriculum planning and professional development programme is provided us with the capabilities required to switch between school-based and remote education quickly and with minimal disruption. Pupils should expect to be engaging in full live lessons via Microsoft Teams within 1-2 days of school closure.

Students, parents and carers should be aware that staff illness and the demand for school-based vulnerable and critical worker education may impact upon delivery of full live lessons and in cases as such consolidation tasks will be provided by the class teacher via a student's TEAMs class area.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Teachers have curated a range of independent learning activities that have been placed in the 'class materials' folder within students classes on Microsoft Teams. In the first instance, students should expect to complete this work along with any outstanding homework that teachers have already set. This will afford us the opportunity to fully engage our remote learning plan and check that all staff and students have access to the technology necessary for live remote lessons.

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. However, where appropriate, we may make small changes to our schemes of learning and the order of topics and assessments. This is to make sure that the quality of education is of the same high standard that we set of ourselves in the classroom. Some topics do not lend themselves to virtual teaching and require resources that are difficult to replicate in the virtual environment.

Our commitment to our Teaching and Learning Charter remains just as strong in the virtual environment. Each lesson will include the following components:

<u>**Connect**</u> – activation of prior learning using a 'do now' activity

<u>**Hook**</u> – explicit teacher instruction of new theories, concepts and ideas

<u>**Demonstrate: Modelling and memorising**</u> – 'we do, you do' approach to embedding ideas and facilitating students' embedding of new learning to unfamiliar contexts

<u>**Activate: Guided and independent learning**</u> – independent student-led activity designed to allow students to practice, with teachers scaffolding activities for those that need it

<u>**Evaluate: Structured reflection**</u> – feedback and self-reflection using the principles of metacognition to encourage 'thinking about thinking'

Most lessons the following schedule:

- Do now activity
- Teacher instruction/explanation of new learning
- Independent learning activity set as an assignment on Microsoft Teams or Forms
- Whole class feedback, discussion and reflection

Remote teaching and study time each day

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

Lessons will be 1h40m in length, with students following the same timings of the day as those students who continue to attend our critical worker and vulnerable provision in school.

This means that every student, regardless of key stage, will receive 5 hours of remote learning each day. The timings of our current 3-period day are below:

08:45 – 09:15 – Tutor Time

09:15 – 10:55 – Lesson 1

10:55 – 11:25 – Break

11:25 – 13:05 – Lesson 2

13:05 – 13:35 – Lunch

13:35 – 15:15 – Lesson 3 (including a 10 min comfort break)

Exceptions to live lessons

Core PE lessons may not be live for students in KS3-4. This is to create capacity for our PE colleagues to provide valuable support for critical worker and vulnerable students, who require face-to-face support and supervision during the school day.

Our staff all participate in a rota for supporting our vulnerable and critical worker provision in school. This means that from time-to-time, these colleagues will be setting independent consolidation work or activities on Microsoft Teams for students to complete in place of a live lesson.

Unfortunately, it is not possible for teaching staff to teach both their live lessons and face-to-face lessons at the same time. We would like to stress that the impact on live lessons will be minimal due to the number of staff on the rota. Much thought has been given to the rota to ensure that it is not the same live lessons that are cancelled each week.

Accessing remote education

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

- Like many schools across the country, we have made Microsoft Teams our hub for remote learning. Students have dedicated class teams where resources and discussions take place with teachers.
- Meetings mirror the usual school timetable.
- During meetings, students can contribute verbally and using the meeting chat function when instructed by their teacher.
- Teachers use a range of integrated teaching and learning tools and Microsoft apps to help deliver lessons and to provide students with feedback on their progress. Some examples of these are as follows:
  - Microsoft Teams Assignments
  - Microsoft Forms Quizzes
  - Whiteboard.fi
  - Microsoft Word
  - SharePoint (our virtual learning environment)
  - Third party platforms such as EduCake, GCSEPod, Seneca, MyMaths etc.

How do students log in?

- Students log in with their email address and school password set by students
- Students can follow this link to log in to the VLE and access all of their Microsoft Apps or this link to log in directly to Microsoft Teams
- Students may choose to download the Microsoft Teams app for Android of IOS but this may provide a more limited set of features than the web browser or Windows desktop app
- Tutors and senior staff have completed multiple checks to ensure that every student has received their password or had it reset where necessary prior to school closure
- Students have watched a video tutorial and had this emailed to them for future reference. This video reminds students how to log in to school platforms and how to access their emails.
- A similar video has been distributed via social media and our usual channels of communication with all parents/carers prior to school closure

- If students face technical difficulties during the period of school closure, they should email their head of year who will pass on their issue to the appropriate member of staff

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 a process for helping you resolve any of the following barriers to remote learning:

- Internet access
- Access to devices
- Compatibility issues
- Technical difficulties
- Troubleshooting
- Platform training

In the first instance, please raise any technical issue with your head of year, who will know who to refer your problem on to for the fastest resolution.

Devices, Wifi dongles and other items purchased using school funds, catch up funding or pupil premium funding will be allocated based on the government eligibility criteria.

Please note that criteria may change throughout school closure in line with government direction.

We are fully committed to supporting you to overcome any barrier to remote learning as quickly as possible.

How will my child be taught remotely?

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

- Live teacher instruction on Microsoft Teams using webcams for teachers only (online lessons)
- Virtual Whiteboards
- Visualisers
- PowerPoint presentations
- Microsoft Forms
- Teams assignments
- Collaboration spaces in class Teams
- Third party online platforms such as My Maths, Seneca, EduCake etc.
- Recorded teaching elements (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Project work and/or internet research activities

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 students to join their tutor time every morning for 08:45 so that we can complete registers, welfare checks, keep our school community going, deliver important messages and to deliver our tutor programme
- We expect students to attend all remote lessons on time, participate verbally and in the written form during lessons and to complete independent assignments in a timely and appropriate manner
- We expect students to uphold our behaviour or learning charter and ensure that our student-selected values of respect, responsibility and equality are demonstrated at all times.
- Where it is feasible, we would ask that parents monitor pupils' engagement and respond to school feedback on students' engagement with the remote curriculum.
- We would ask that parents direct any issues faced with the remote curriculum to their child's head of year.

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

- Registers are completed at the beginning of each tutor time and lesson and inputted into Go4Schools. This is our way of checking who is attending virtual lessons.
- Student engagement will be monitored closely by: class teachers; head of department; and heads of year
- Teachers will contact parents/carers of students that do not complete independent learning activities or attend but do not contribute to live lessons via Edulink.
- Parents will be informed of student progress and engagement using the normal channels that are well established with the academy
- Some additional behaviour codes have been added to EduLink that relate to the participation in remote learning for teachers to communicate with parents/carers
- Emails and phone calls will also be used if necessary.

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:

- Microsoft Forms Quizzes
- Virtual whiteboards
- Teams Assignments
- Other methods and tools

We will continue to assess pupils in line with our assessment and marking policies developed by heads of department.

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, 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:

- TAs will be remoting in to live lessons where possible (when not supervising groups) to support SEND students with independent learning activities
- Our Pupil Premium Achievement Leader will establish phone contact with families to ensure there are no barriers to accessing remote learning and to conduct welfare check-ins
- Our SENCO will be providing appropriate 1:1 support for ECHP students and reviewing targets to ensure they suitably reflect the challenges of remote learning
- Our SEND team have created resources and will provide ongoing professional development opportunities for teaching staff to model best practice in supporting SEND students during remote education
- Our attendance officer will be contacting parents/carers where children have unexplained absences to establish a channel of communication and to resolve any barriers to engagement
- Our safeguarding team will continue to process safeguarding concerns and liaise with other agencies to keep children safe during school closure
- Think for the Future and our school counsellor will provide remote sessions to continue provision for students that need it
- Tutors will monitor student welfare on a daily basis and check-in with families that may need additional support
- Our pastoral team will continue to work with students in school and at home to promote physical and mental health during school closure