

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

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

In the summer term the staff spent a considerable amount of time redeveloping curriculums as we anticipated further disruption for either individual pupils who would need to spend time isolating or whole groups or “bubbles” of pupils. The workbook resources each department have produced to facilitate their curriculum this year allow for a quick transition to remote learning and for pupils to undertake lessons as they would in class, working through their sequenced curriculum for the unit being studied at that time in school.

Whilst pupils will be provided with physical copies of their booklets, should they need to remain absent from school for any period of time they will be able to access a digital copy of this through Microsoft Teams, logging in using their school Office 365 account.

In Teams pupils will find that they have a dedicated “Team” for each of their subject classes. Within each Team they’ll find a number of features that include;

- An interactive chat wall where they can post messages for members of staff regarding their work and this is often the area staff will direct pupils to resources for each unit or lesson.
- Files. An area in which all of the learning resources are stored. These will usually be organised by unit of study and for each unit pupils will find a digital copy of their booklet which includes the work activities. Each booklet is sectioned into lessons and each lesson will have a dedicated PowerPoint or similar resources for delivering and explaining new content. Often these materials will be pre-recorded versions of the explanations or modelling undertaken in class so that pupils are able to access the teaching as they would in class.

- The ability to submit assignments set by staff and to complete questions set by staff to ascertain the level of understanding from pupils.

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?

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Remote teaching and study time each day

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

When pupils are absent from school they will follow their “normal” timetable, so we’d expect pupils to log on to Teams and follow their timetabled lessons each day.

Where remote learning is required during a wide spread closure of school there will be a “live” staff presence in lessons to be able to interact with pupils and deliver some of the content that is not pre-recorded. Of course, it’s worth remembering that in such a scenario some staff might not be available for a fixed period of time.

Where it’s the case that individuals are absent, pupils need to access their pre-developed resources continuing to work through their curriculum work book at the relevant point i.e. next section/lesson since their absence began.

Staff will interact with pupil requests or questions either through the chat wall or internal school emails this. Where only an individual pupil is absent, responses might come outside of the lesson time as staff will be delivering to classes in school.

Whilst alternative PE resources will be made available, core PE will be the only subject lesson not delivered “as normal” as pupils at home might not have access to equipment or planned activity might not be suitable to be undertaken unsupervised.

Accessing remote education

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

Pupils will access all of the work, learning resources and communication tools through their Microsoft 365 login. They should access the Teams app once they have logged in.

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:

Resources can be accessed through Microsoft Teams. This online resource can be viewed through a range of devices including a computer, tablet or mobile phone.

There are also guides available online demonstrating how to access Office 365 and Teams via PlayStation/Xbox consoles and smart televisions – though the user experience isn't as effective on these platforms.

At this stage we feel that we've identified all those who do not have access to a suitable device to view the lesson resources. Where you do have concerns about access, where pupils are struggling with any aspect of either logging in to their Office 365 account, device or connection problems we'd ask parents to email out dedicated email account remotelearning@penkethhigh.org or to contact school reception.

How will my child be taught remotely?

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

In the summer term the staff spent a considerable amount of time redeveloping curriculums as we anticipated further disruption for either individual pupils who would need to spend time isolating or whole groups or "bubbles" of pupils. The workbook resources each department have produced to facilitate their curriculum to allow for a quick transition to remote learning and for pupils to undertake lessons as they would in class working through their sequenced curriculum for the unit being studied at that time in school.

Whilst pupils will be provided with physical copies of their booklets, should they need to remain absent from school for any period of time they will be able to access a digital copy of this through Microsoft Teams, logging in using their school Office 365 account.

When developing our remote offer we invested time absorbing the best research and evidence around remote learning. Our pedagogical process is heavily influenced by the EEF's home learning framework. Lessons that are either synchronous or asynchronous, or a combination of the two, will draw on the pedagogical principles of this framework.

The degree of live input will relate to the nature of closure. If a pupil or a small group of pupils are absent from school individually isolating it's likely that resources will be pre-recorded. Where closure is wide spread staff will deliver using a combination of live interactions and pre-recorded resources.

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 pupils to follow their "normal" timetable each day as they would in school. This means logging in to Teams for the outset of their first lesson and using Teams throughout the day to access each lesson, undertaking their break and lunch time periods at home as they normally would in school.

We'd anticipate that pupils would have a quiet area to work, access to Teams through a device as identified above and access to both pens and paper as a minimum; though pupils should have access to the equipment identified in their equipment list to best support learning.

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

During a wide spread closure we will check for attendance on a daily basis, where your child hasn't "attended" lessons and you haven't informed us that they are unfit to engage in learning you will receive a school contact the following day.

Where staff have concerns that your child is not engaging with the activities or that their work doesn't reflect their usual standard they will contact parents directly, usually via email to document concerns.

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:

There are a range of mechanisms that we will use to assess the understanding of pupils in relation to the content covered;

- Forms – a feature in teams providing questions for pupils to answer that can provide feedback as to their understanding
- Assignments – a module in Teams where staff will assign pieces of work that will be assessed. Pupils will receive feedback on these pieces either verbally, as written feedback or as part of wider whole class feedback.
- Other formative assessment techniques – low stakes quizzing, a range of questioning techniques, group discussions and retrieval practice activities.

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:

As parents will know a large proportion of pupils with SEND are in attendance at school. Our Designated Provision pupils are in school and their provision is operating.

Where pupils with SEND are undertaking remote learning from home they will have access to live and interactive input from staff where they will be able to seek advice and support. Teaching Assistant's will be present in Team lessons remotely as they would be within a pupil's normal timetabled lesson for pupils to seek advice and support should they need to. In addition to this each Teaching Assistant will undertake individual and small group interventions through Teams with pupils that they would normally work with, where possible. These smaller more personal sessions will be conducted each week, pupils will be notified of the time and teaching staff will be notified that pupils are likely to be withdrawn from that lesson for more intensive support.

We will ensure that staff have the ability to access pupil passports when working remotely and we have also issued guidance and advice to staff with some suggested strategies to best support remote learning for SEND pupils.

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 work that pupils will undertake, as identified above, will follow the curriculum and pupils should access work in the same way. The main difference is that where individual or a small group of pupils is absent the member of staff will not be a “live” presence in the Team to deliver the lesson as they will be teaching lessons and undertaking other duties in school.

Pupils will continue to find resources that introduce, model and explain new content and the activities to complete which are aligned with the activities their peers will be completing in class and therefore continue to guide pupils through the sequenced curriculum. They will still be able to post queries and questions to staff to seek support though these might not receive an immediate response as the member of staff will be undertaking their duties in school.