

## **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.

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

In the event that students are sent home to access remote learning, all students will have immediate access to every Google Classroom, linked to their own timetable.

Within each classroom they will be able to locate a classroom 'playlist' which is updated every half term. The playlists reflect the planned content of the classroom but can be accessed independently without live teacher input.

Over the next 48 hours all teachers will move to live lessons. Students will be notified of a live lesson via Class Charts and announcements in the Google Classroom stream.

### **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 wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, (please give examples of the kinds of changes you make to the planned curriculum when teaching remotely)

For students who are self-isolating 'Playlists' have been created for each subject. These are independent lessons that can be accessed via the Google Classroom. Their content mirrors what is being delivered in the classroom so that any disadvantage is minimised as much as possible.

For wider school closure, students will receive the planned curriculum via live lessons. Some adjustments may be made to ensure that the most difficult concepts or more practical can be delivered upon the return to school

## 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	All students will be follow their usual timetable. They will receive a daily form time with their tutor, and 5 lessons, following the red/blue timetable. Lessons have been adjusted to 50 minutes in recognition of the intensity of remote learning and to allow extended breaks to support reduction of screen time
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## **Accessing remote education**

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

Class charts will be used to communicate attendance and engagement with lessons which can be accessed by both parents and students.

Details of milestone assessments, including dates, format and information will also be shared via Class Charts.

Students will receive all lesson content, resources and live delivery via Google Classroom.

Every subject, including form time, will have a virtual classroom which students have all been taught to access and further information is available via the school website.

Teachers may also ask students to use other platforms such as MathsWatch, but they will provide links to these platforms via the Google classrooms.

Parents and students will not be required to purchase any additional sites themselves.

If students have any difficulties accessing any platform they should refer to the support services request for help page that has been set up on the school website, or contact their child's Year group team. Where it is subject specific they should approach the class teacher. Requests for log in and/or equipment can be made via the home learning page which has been set up on the school website. Parents should avoid contacting the school as it is likely that staff would be delivering lessons, or working from home in line with government guidance.

### **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:

An audit was undertaken to assess pupil access and devices in the event of remote learning. RSLs have details of the individual students and have worked with a senior leader who has oversight of the remote device roll out.

In the first lockdown school successfully applied and were issued with our full allocation of DfE devices. These were prioritised on the information provided by the DfE. They were also further supplement by the school's own devices and the additional purchase of chromebooks. These continue to be loaned out to families in need.

A similar approach was also taken with WiFi connection. Dongles and connection guidance by network providers have been rolled out and shared with families.

Our network services team continue to offer technological support and guidance, resolving several issues that families had with connection and devices. This facility is accessed via the network services request page on the school website

The Kingsway School have also benefitted from local initiatives such as the Food bank donation of used and unwanted devices, which have also been shared with families who needed access.

Where access may continue to be an issue further options such as the in school provision also continues to be reviewed to meet individual needs

All students/families have been asked to inform their Raising Standards Leaders if they do not have remote access, this includes devices and Wi-Fi

## **How will my child be taught remotely?**

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

**The characteristics of good teaching are more important than the medium of delivery. As such, not all lessons will be delivered entirely 'live'.** Rather, teachers will utilise a blended approach of live interaction and task/assignment setting in order to ensure high quality learning. Parents and students have all been given access to The Kingsway School's Introduction to Blended Learning that can be viewed here.

The Kingsway School have adopted the following approach:

Students will access a daily form time, overseen by their form tutor. Students will continue to follow the scheme of learning for Personal, Social, Health and Economic Education through extended form time known as our Life skills programme. Tutors will also check their form's individual well-being and provide important messages.

Students will be expected to follow their usual school timetable for all subjects. Teachers will invite students to the classroom and register their attendance.

The only exception to live lessons will be PE. Core PE activities will be shared with students and all students are encouraged to undertake 2-3 hours of physical exercise per week. However, there will be no live lessons for Core PE, and attendance will not be monitored, in order for PE staff to be released to supervise key worker and vulnerable students who are attending on-site provision.

If a teacher is unable to attend a live lesson, for example, if they are scheduled for a lateral flow test, they will notify students of the work via Class Charts. Students are responsible for checking Class Charts daily, and throughout the day.

In the event that a student finds they have completed all work, they should access a range of resources that have been developed to work alongside the remote learning. This include but are not limited to:

- Google Playlists for each subject
- Subject specific resources which are available in the Google Classroom
- Oak Academy
- Greenshaw Trust website
- BBC Bitesize website

In addition to the provision of remote lessons, as above, students will also be directed to appropriate homework tasks through Class Charts.

## 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?

It is expected, that unless a student is ill, all students will attend remote learning live lessons. Where there is a problem doing this, such as technological issues preventing access, the families will communicate this to the tutor, who will inform the child's class teacher.

Students are expected to comply with the Code of Conduct in their approach to lessons and communication to staff and students during this time. They are expected to attend and focus to ensure that they are not placed at any significant disadvantage at this time.

It is expected that the pupils will follow their usual timetables, attending lessons promptly and participating to the best of their ability. Where this is not evidenced, teachers will communicate with home via Class Charts by sending a non-attendance or non-participation notification

It is expected that parents and families will provide a routine ensuring pupils attend their lesson, or communicate with school where this is not possible. Parents will also follow up with students who are not attending or participating as a first wave response. Further contact will be initiated by the class when a pattern or increase in these areas are noted to discuss ways in which the student can reengage with lessons.

Where there are issues with accessing the school systems parents and families will inform school so that we can best support to ensure that there is no disadvantage with remote learning, this could be the loan of a device, support with WiFi access, or in school provision, dependent on the specific need.

Parents are expected to regularly check Class Charts as the school's preferred method of communication and contact the appropriate person at school should they have any concerns.

Pupils and families are also expected to engage with any quality assurance exercises and provide feedback so appropriate adjustments can be made to enhance and support our remote offer at this time.

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

Students attendance to lessons will be monitored every lesson. Teachers will alert parents to non-attendance via the Class Charts system. Parents will receive a notification stating 'non-attendance to remote learning'

This system will allow PHOY and RSL to live track student attendance and follow up with home.

A similar system is in place for non-participation. This is where a student has logged on to the system but is either not engaging with the work, or is not answering questions. The teacher will seek to get a response throughout the lesson, by directly addressing the individual student, either through 'cold calling' technique or setting a specific response on Google Classroom. Should a student fail to engage with the teacher, the teacher will record non engagement, which will send an automatic notification to parents. RSLs will also track non engagement and contact home when either a pattern (e.g. time of day or specific subject) begins to emerge, or there are multiple notifications.

Unexplained non-attendance and/or participation may affect a student's Attitude to Learning grade. Concerns about engagement will also be discussed at any scheduled virtual Parents Evening, which will take place via the School Cloud platform following the published events in the school's calendar.

For SEND pupils, virtual reviews will also continue as scheduled. All SEND pupils will be assigned a key worker who will make regular contact with the students and address any concerns or issues if they arise on their behalf.

If parents or carers have any concerns about engagement, they should approach their child's form tutor or Year team, or if a specific subject they should contact the subject teacher via email

## **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:

- Staff will not provide feedback on each piece of work completed by a student. They will use a wide variety of approaches to inform and gauge understanding, which will then be used to plan subsequent lessons to meet both the class and individual student needs.
- Assessment for Learning will be a key feature of live lessons, this will include increased direct and open questioning of students
- Student contribution to every lessons will be used to assess engagement, understanding and progress and teachers will adjust their lesson according to this feedback
- Self-marking quizzes (using Google Forms, platforms such as Timestables Rockstar or Mathswatch), live whiteboards, and live tasks such as Google Slides and Docs will provide teachers with understanding of progress and any misconceptions at a live level
- Self-assessment, and peer assessment will also be used as a device to ensure pupils understand the objectives of a lesson and their application to their independent work
- LSAs will act as keyworkers to SEND pupils and as part of their communication with families raise any concerns with the teacher
- Milestone assessments will be conducted in line with the usual assessment calendar. This will form part of a cycle which is adopted for both informal and formal assessment. Diagnosis, Testing, Therapy (DTT)
- Data Drops continue to be scheduled and staff will provide families with this via their reports
- Where students perform well praise and rewards will be awarded via Class Charts, Weekly shout outs and other reward systems such as praise postcards, emails and certificates
- Where students are not meeting expectations, teachers will continue to adjust their lessons and provide wave 1 support in the live classroom. Each department has detailed plans to respond to students who have gaps, such as the use of LSAs or HLTAs to work in class, additional workbooks or sessions and these are targeted at cohorts of students to ensure that the assessments have been used in a diagnostic and timely manner for the most impact on

## **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:



- Families with pupils with SEND will be assigned a key worker within the Inclusion and Diversity Department. Their regular contact will be to ensure support and act as a communication between school and home
- Students who have been identified as SEND have been assessed and discussions have taken place to ensure the most appropriate provision to meet their specific needs, whether this is school or home, will be in the best interests to support that child's SEND needs.
- Strategies have been developed to ensure that teachers feel able to meet the needs of the students through remote lessons, such as Google Docs to assign specific tasks which have increased scaffolding
- All live lessons will contain differentiation, in line with the school's approach to quality first teaching, this will be further supplemented to meet any further additional needs.
- Outside agencies continue to work with the school to meet the needs of individuals, such as Greater Minds, EAL coordinator and our trainee social workers
- Counselling continues to be accessed to support our most vulnerable students
- Inclusion and Diversity continue to complete statutory reviews for pupils with EHCP and on the SEND register
- Inclusion and Diversity continue to hold their SEND coffee mornings, but virtually, allowing the school to gain insight into the difficulties that families and students may be facing, and to celebrate successes and achievements
- Screening continues remotely, such as whole year group literacy and will be used to further identify students who may meet additional needs criteria

## **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?**

Students who are self-isolating will continue to access their education in the playlists that have been developed to reflect the core learning of that half term. These are updated every half term

Where there is a whole class self-isolating the teacher may deliver a live lesson

Students will access all of these approaches via the usual platforms until their return to school.