

# Remote Education Provision: Information for Parents and Carers

## Marchant-Holliday School

January 2021

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 first day or two of remote education we ensure that the pupils are sent home with workbooks and activities to support independent learning. This work is tailored to meet individual needs and learning styles. We differentiate the work to match the pupils' current attainment levels.
- We establish effective channels of communication via emails and telephone calls. Each pupils' parents or carers have direct communication with their class teacher and are allocated a member of the School Leadership Team (SLT) as an emergency contact.
- In the event of the class teacher being unwell, the Teaching and Learning lead maintains contact with the pupils and their families.
- During this initial period, Chromebooks are allocated to pupils and delivered, if required, to their homes. Each pupil has a Google Classroom Login. The ICT manager ensures that each pupils account is enabled. Consent for the use of Google Classrooms is established, in line with The Marchant-Holliday School Safeguarding Policy.

**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 aim to promote creativity through exploration, experience, and experimentation. In order to make all our remote learning meaningful and engaging. By setting each activity or work task in a topic context, the pupils gain knowledge of how different fields of study work together to help them make sense of the world.
- In order to provide continuity for pupils working at home, we set tasks which follow the individual pupils' current learning experience (topic). This ensures that the pupils in school and those being educated remotely are following the same fields of study. This will enable pupils who are isolating to keep up to date with the learning taking place by their peers in school.
- Wherever possible and appropriate, we aim to teach the same curriculum remotely as we do in school. However, we have needed to make some adaptations in some subjects. For example, equipment requirements in subjects such as music, art, DT, swimming, and PE, mean it is not possible to set the same curriculum tasks as the ones experienced by the pupils in who remain at school.
- Regardless of the subject, teachers, and the Home Learning Lead (HLL) will upload suitable work tasks and projects on Google Classroom. The tasks will be appropriate for online learning and maintain continuity and progression of learning within that subject.

**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 1	Three hours per day
Key Stage 2	Four hours per day
Key Stage 3	Five hours per day

- To ensure the children's Education, Health and Care Plan needs are met, scaffolded lessons, differentiated learning and support have been tailored to individual needs to prevent children falling further behind. Work tasks are set by the pupils' class teacher and are coordinated by our HLL. The work which assigned by the class teacher or HLL is monitored by the SENCO, Teaching and Learning Lead and IT Manager. The work the pupils submit is moderated by is Teaching and Learning Lead.

- As a specialist provision for pupils with SEMH, we recognise that the number of hours we have allocated will be difficult for some children to achieve, many are reluctant learners. In order to replicate the provision at school, the pupils work has been interwoven with practical and less formalised learning.
- Our remote learning schedule considers the difficulties pupils face within the normal school day and offers the pupils and their families the opportunity to take a flexible approach. In order for the pupil to remain relaxed, ready for learning and not to feel overwhelmed, each pupil is assigned a daily timetable of activities for them to complete in any order and at their own pace.
- Pupils often lack the confidence to try new activities, initiate ideas or tolerate failure. Due to the often-missed learning opportunities, in their previous settings, our pupils are often working below the expected standard for their age chronologically.
- The remote learning curriculum recognises the need to spend time developing social skills, emotional literacy, and nurture in order for them to be able to modify their own behaviour and learn to manage situations they find difficult through greater resilience. To support the pupils and their families in this, we have provided practical challenge activities and suggestions for playing games and being creative.
- We have reassured parents that we understand that the pupils may find a task too challenging or struggle to engage with a piece of work. When this happens, we have suggested that the best solution is to switch to a different activity, take a break or encourage the pupil to do something creative or physical instead.

### **Accessing remote education**

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

During this time, KS1 and KS2 and some KS3 classes at MHS will be have access to Google Classroom. This is a cloud software system, which teachers can safely access, using any device in their homes or school.

Under the current circumstances, we are using this online learning is to allow education to continue during a public health emergency, which is therefore a necessary part of providing education at this time.

**Teaching staff will:**

- share website links
- share documents which provide educational work/tasks
- share examples of work sent in by children in the class
- give appropriate praise to the class/groups/individuals, for example for work shared or for effort.
- send motivational messages and encouragement to the class/groups/individuals, where this relates to educational tasks.
- award routine Tokens
- communicate with parents/carers about their child's welfare
- not set or deliver Live Lessons due to the complex nature of pupils at MHS.

**Use of Online Platform –Google Classroom**

Pupils will receive work from their class or specialist subject teachers via Google Classroom and respond to tasks set also via Google Classroom. Pupils will log in using their school user account and password and not a personal account. Chromebooks are an integral part of the on-site curriculum offer.

**Use of Websites**

- Teaching staff will share website links to direct parents/carers towards websites that they believe contain age-appropriate materials.
- The school will determine suitability and age-appropriateness (see E-Safety section) but these sights are updated regularly and so it is important that parents still monitor and check them regularly.
- We remind parents/carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. We are happy for parents/carers to contact school if they are not sure how to set parental controls and our IT/Computing teacher will be happy to support.

## **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:

### **Students with no access to Chromebook/laptop/PC/tablet/phone/games consoles:**

- Students will be provided with a device (A Chromebook) on which they can complete their work. Devices are provided on a loan basis. Parental/carer agreement to be signed in advance. Student online behaviour agreement to be signed in advance.

### **Students without internet access:**

- Students will be provided with suitable printed materials in the initial absence of internet connectivity. Devices are provided on a loan basis. Parental/carer agreement to be signed in advance. Student online behaviour agreement to be signed in advance. The school will explore the provision of Dongles with families unable to access the internet and Remote on-line learning.

### **Students averse to accessing technology:**

- Students will be provided with paper-based learning tasks to ensure continuity and progression within subjects. Work will be delivered/collected weekly by the school and given feedback in accordance with on-line tasks.

### **Chromebook Devices - Safeguarding**

- The devices will only work within the [marchantholidayschool.org](http://marchantholidayschool.org) domain. Any other account cannot be used.
- All cameras and Microphones built into the Chromebooks are disabled.
- Any student account cannot access any settings or install any additional software.
- All Chromebooks have been provisioned with the [marchantholidayschool.org](http://marchantholidayschool.org) domain and can be disabled at any time.
- Internet history cannot be deleted. Incognito mode has been disabled.
- The internet filtering is set to the strictest mode, a URL blacklist is used and a 'browser plugin' which acts as a filter, has been installed across devices that are provisioned within our domain.
- We are able to access or suspend any user account if required. This will also suspend all google services attached to the individual account.
- The Teaching and Learning Lead has access to all Google Classrooms across the school to support and monitor student engagement and activity.

## How will my child be taught remotely?

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

As well as cross-curricular learning experience work, the pupils are also set tasks according to their ability for Maths, phonics, science, STEM, spelling, reading and English. Physical education and PSHE lessons are also included in their assignments.

### **For pupils with access to technology, learning tasks are set using a combination of resources:**

- Oak National Academy Online Classroom video lessons – with follow up worksheets written by MHS class teachers
- long-term project work and/or internet research activities set within a structured lesson
- Google Classroom assignments set by MHS class teachers to match the pupils' current learning experiences –with follow up quizzes and worksheets
- Video clips or PowerPoints using YouTube, Twinkl, BBC Bitesize and BBC schools
- Abacus Maths assignments sent via email or Google Classrooms
- Numbots –individual pupil logins
- Times Tables Rockstars –individual pupil logins
- Oxford Owl – for access to the pupils' Oxford Reading Tree Books

### **For pupils with access to technology, learning tasks are set using a combination of resources:**

- Printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Textbooks and reading books pupils have at home
- Pupils at the Marchant-Holliday School work at their own ability level. Parents and carers have been given guidance on their child's attainment level from their school reports. We have recommended that if they are between Year 1.1 and 2.3 then they need to select materials for KS1 (age 5-7) as these activities will be suitable for their ability rather than their age. Pupils are working between Years 3.1 and 6.3, can access the KS2 curriculum (age 7-11).
- Year 7 pupils, working at Year 7.1 or above, are directed to select activities for KS3. It is very common for our pupils to have Science, Geography, and History abilities in line with age related expectations and have a good degree of cognitive understanding and knowledge for their age.
- However, typically Reading and Writing abilities may be significantly below so it may be necessary for parents and carers to read the instructions for tasks and scribe their answers to questions.

### **To guide parents and carers:**

- EYFS means year R
- KS1 means years 1 and 2
- KS2 means years 3-6
- KS3 means years 7-9
- Sometimes KS2 is broken down into LKS2 (which means the lower years 3 and 4) and UKS2 (which means the upper years 5 and 6).
- The MHS Home Learning Resource Guide with recommendations for online resources has been written in line with our safeguarding policy and all websites have been checked to make sure they are age appropriate and safe for pupils to use.
- The guide includes recommendations based on subject area, type of resource and web links. It has been sent to parents via email and is published on the school website.

### **Effective teaching during remote learning:**

- Teachers will have a good understanding of what effective teaching practice looks like in a classroom setting, and we will try to replicate these when setting remote learning tasks.
- To support parents and carers with key concepts and strategies, we have sent families copies of the MHS grammar guidance and Maths calculation strategies guidance.
- Some teaching practices will need additional planning to work well. This will include providing pupils with different ways of explaining concepts or identifying any likely misconceptions in advance.
- In principle, the fundamentals of teaching via The Oak National Academy Online Classroom video lessons are the same as teaching a classroom lesson, prior learning is revisited, chunking up new knowledge, teacher explanations and modelling, scaffolding, pupil practice and learning checks, are carried out.
- However, a normal classroom lesson would be dialogue-rich with lots of questioning and the teacher getting feedback all of the time, this amount of feedback isn't as readily available via Google Classrooms, therefore teacher explanations need to be planned more thoroughly.

### **Providing training:**

- Not all teachers, parents, carers, and pupils will feel confident using technology to support remote education. To help staff and pupils make best use of technology and tools, we have identified those who may need additional help or training.
- Teachers have been trained to provide learning through Google Classrooms. Pupils and staff have been allocated Google Classroom log-ins.

## 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?

- Pupils have personalised education plans and as a consequence, respond differently to changing circumstances. The mode of engagement is likely to be different for students, even within the same form; however, as teachers, we aim to provide all learners with equity of opportunity and will provide work in the most suitable format for each student.
- It is the school's expectation that all students participate in learning during periods of isolation regardless of the type of learning they are undertaking.
- Our remote learning schedule considers the difficulties pupils face within the normal school day and offers the pupils and their families the opportunity to take a flexible approach. In order for the pupil to remain relaxed, ready for learning and not to feel over-whelmed, each pupil is assigned a daily timetable of activities for them to complete in any order and at their own pace.
- Pupils often lack the confidence to try new activities, initiate ideas or tolerate failure.
- Due to the missed learning opportunities, in their previous settings, our pupils are often working below the expected standard for their age chronologically. The remote learning curriculum recognises the need to spend time developing social skills, emotional literacy, and nurture in order for them to be able to modify their own behaviour and learn to manage situations they find difficult through greater resilience. To support the pupils and their families in this, we have provided practical challenge activities and suggestions for playing games and being creative.
- We have reassured parents and carers that we understand that the pupils may find a task too challenging or struggle to engage with a piece of work. When this happens, we have suggested that the best solution is to switch to a different activity, take a break or encourage the pupil to do something creative or physical instead.

In order to support pupils with engagement, we ensure that we use praise and positive feedback.

When a pupil is lacking motivation or is reluctant to engage, then we encourage our parents and carers to adopt a flexible approach that best suits their child. We suggest:

- That the set work on Google Classrooms can be completed at a time that is convenient for student/family
- Using the timetable as a suggestion and being flexible with the order of tasks

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

- Staff will be able to gauge the level of pupil engagement by monitoring work completed online via Google Classroom/ Numbots /Times Table Rockstars.
- Google Classroom requires work to be “turned in” through their class folder once completed.
- For all subjects the class teachers or Teaching and Learning Lead will check for completed work daily.
- Paper-based work will be delivered/collected daily by e-mail
- Students will be positively encouraged to complete work set whatever the format – consequences are not appropriate at this time, so all emphasis is on positive engagement and positive reinforcement.
- Parents/Carers will be informed of any concerns via phone or 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:

- The home learning tasks we have set for the pupils are a combination of recorded lessons, work tasks and practical challenge activities.
- Some pupils may find it easier than others to settle to home learning and produce work. When the pupil is settled and enjoying the task, then we have asked parents/carers to send us a copy of the work. When a piece of work has been set via Google Classrooms, the pupil can turn in their work for marking and feedback. If the pupil has received work via email or it is a practical task, then we encourage pupils to take a photograph, screenshot or use the Snip and Sketch tool to record their work.
- This can be returned to staff via email or brought back to school when the pupil returns.
- Sometimes work will be marked with handwritten annotations, scanned, and returned to the pupils
- Feedback will be given on submitted work and teachers will be building formative assessment and feedback into their teaching approach through a mixture of quizzes, digital tools, and modelling of good answers. These will help teachers understand how pupils are achieving.
- The pupils work is saved either digitally or in files and will be available for the pupil to access when they return to school

## **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:

- The main obstacle for our SEMH pupils is the unfamiliar nature of online learning. To counter this, when returning in September 2020, all students participated in Google Classroom in computing lessons in school.
- Students were supported in their class groups, accessing Maths and English lessons using the platform. Students learnt how to log-in, how to access their work and how to edit word/pdf documents and then “turn in” completed tasks.
- This focus on enabling students to have the skills needed to navigate the platform has given them increased confidence to access work more independently.
- Open dialogue with parents/carers via text/email/phone to provide academic support and IT support when 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?**

- Should a student have to isolate or be absent from school, they will be expected to continue to engage in learning. Work will be either paper-based or online dependent on the student.
- Where possible, students will be expected to learn remotely via google classrooms
- Lessons will follow the home learning timetable and where appropriate, all timetabled class lessons will have suitable work in their Google Classroom folder to ensure continuity and progression through the Learning Experience being studied.
- We recognise that when a pupil is self-isolating because a parent is unwell, that they may not have the necessary support available to them at home (due to the parents ill health). Where possible we encourage other members of the family unit to help the child.