**Remote Learning: 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?

When your child is working from home they should follow their normal timetable of lessons. Teachers will send work to students via Microsoft Teams or their school e-mail in the morning. If teachers are delivering a live lesson the invite for this will also be sent that morning or before. Remote learning will be conducted mainly using Microsoft Teams and where possible teachers will be available to support the learning, answer questions and give feedback for the full lesson. Teachers will either deliver a ‘live’ lesson, pre-record a lesson or send the resources and be available to support the learning during the timetabled lesson. This will depend on the content to be taught and the subject. All live lessons will be recorded. This allows students who cannot access the lesson as it happens to access the learning at a later point through the Team chat for that lesson. Occasionally due to staff unavailability teacher support during the lesson and live lessons may not be possible. Pupils will be told this in the communication they receive at the beginning of the day about each lesson. Pastoral care will be provided by your form tutor in the normal way with a daily form period.

### 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.

Remote learning will follow the curriculum sequence where possible and be of high-quality to support pupils to gain the knowledge, understanding and skills required.

Some adaptations may be necessary in some subjects. For example, practical lessons for PE or Science will be adapted.

A wide variety of remote online platforms such as GCSEpod will be used to supplement remote learning lessons on Teams.

## 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, homework and independent work) will take pupils broadly the same number of hours each day as if they were in school. Pupils should always follow their normal timetable (see below). They should also ensure they use the breaks between lessons to move away from their work area/laptop as they would do in school. Pupils may still be set homework, again broadly in line with that expected when they are at school. Examination year groups are expected to work independently on revision as normal.

Pupils will be expected to attend form time, but this will be reduced to 10 minutes per day allowing students a more substantial break for lunch. Physical and mental well-being should be prioritised during lunch time.

Lesson 1: 8.40-9.40

Lesson 2: 9.50-10.50

Lesson 3: 11.05-12.00

Form Y7, Y10 & Y12 12.05-12.15

Form Y8, Y9, Y11 & Y13 12.50-1.00

Lesson 4: 1.05-2.00

Lesson 5: 2.10-3.10

## Accessing remote education

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

All pupils have full access to Office 365 platforms including online Word, Excel, Power point and our remote learning will be delivered through Microsoft Teams. This is the platform through which any live lessons will delivered. Pupils should regularly check their school e-mail and their Teams calendar. Pupils may be asked to submit work through Teams, e-mail, or another resource but teachers will signpost this in lessons and ensure pupils are fully trained to use them. Other platforms may be used by teachers during lessons such as OneNote or Forms but again pupils will be guided by the teacher in their use. For your child to be able to access the live remote learning lessons you both should have read and adhere to the remote learning code of conduct. We proactively share information with you about children safely accessing any online platforms and you can find many useful links to external websites in the e-safety section of our school website.

### 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:

* All parents/carers are invited to contact the school if they have access issues. This might include limited access to a computer or device that allows them access to Teams or e-mail. Internet access such as data limitations may also create a barrier. The quickest way to contact the school for these issues is e-mail helpdesk@alsagerschool.org. We may be able to provide a computer for you to borrow or a dongle to help with internet access.
* If pupils are having problems accessing a particular lesson, they should contact the class teacher in the first instance. Pupils will have access to their teachers e-mail addresses through their school e-mail address book.
* While pupils are waiting for their teacher to reply, they should continue with the work that has been set that morning independently.
* All live lessons will be recorded so will be available on the Teams page for that lesson in the chat section. These can be accessed up to 20 days after the lesson has been taught.
* For some pupils remote learning at home can be difficult. Parents/carers should contact their Head of College where this is the case for support. Pupils will be offered the opportunity to work in school, in the event that they are not able to access remote learning at home. Parents/carers can contact the school using the care@alsagerschool.org address.
* Where coming into school is not an option, and we are unable to provide a laptop for a student to use, we will provide paper copies of work on a temporary basis.
* Through all these approaches, we expect that all pupils are able to access our remote learning provision.

### How will my child be taught remotely?

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

* Live lessons where a teacher will teach the whole class or part of the class. (Using Teams).
* Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
* Commercially available websites supporting the teaching of specific subjects or areas including the use of video clips.
* Project work and/or internet research activities.
* Textbooks, knowledge organisers and reading books which students have at home.
* Resources sent to students via Teams/e-mail.

## 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?

* In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory.
* Your child should follow their normal school timetable of lessons including form time.
* Pupils should view and engage in all remote learning in a communal space within their home; lessons should not be viewed in pupils’ bedrooms. Ideally, a parent/guardian being in the vicinity would be helpful to ensure they are engaged with learning.
* Parents should ensure their child has access to a consistent space, ideally with a table/desk, access to a computer or device able to access the internet, school e-mails and Microsoft Teams.
* Learning resources such as books, pens, paper should also be available.
* Please support your child by creating a calm, quiet learning environment for them to work in.
* Also, support your child by ensuring they move away from this work area during breaks and lunch.
* If your child is struggling to access the learning please encourage them to ask the teacher for support via e-mail or if it is a live lesson by raising their hand or by using the online chat function.
* Parents/students are encouraged to contact their class teacher or the school if they are experiencing difficulty with the lesson, but parents should not use the online chat facility or talk directly to a teacher in a live lesson. Teachers will not respond to these requests.
* Pupils and parents are expected to have read and adhere to the remote learning code of conduct.
* Parents are provided with the opportunity to share effective home learning strategies and these are subsequently shared by the school.

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

Pupil attendance and engagement will be monitored by teachers during a live lesson. Teachers will encourage pupils to engage with questions or learning tasks and also submit work. Pupils will also be expected to attend form time for 10 minutes each day on Teams.

Teachers will continue to apply the BfL grades.

Where attendance to live lessons is a problem or where engagement becomes a concern the pupils Head of College or a member of the Progress Team will contact the parent/carer to offer support.

Where live lessons are not taught, pupils will be expected to submit work as requested by the teacher.

### 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:

Pupils will be assessed and given feedback differently depending on the lesson and on the type of learning taking place.

A range of formative and summative assessment will be used by teachers. Examples of assessment and feedback teachers might use could be whole-class feedback, low stakes quizzes marked automatically via digital platforms, self-assessment based on shared success criteria, comments or marks on written tasks that pupils submit, or feedback given while they are writing using online platforms to facilitate this. Questioning and checking for pupil understanding will be used throughout lessons, as it would be in the classroom.

Teachers use the work pupils complete and the feedback they gain from the range of assessment techniques they use to shape the learning going forward. They will adjust the pace or level of challenge of what is being taught and will unpick misconceptions and sequence learning to respond to the pupil’s individual needs.

For some lessons, while learning remotely, for example core Physical Education lessons, engagement will be monitored rather than the quality of work produced.

## 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 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 them.

The school will work collaboratively with families, putting in reasonable adjustments as necessary, so that pupils with SEND can successfully access remote learning alongside their peers.

The range of support offered will be:

Support within live lessons from LSAs

1:1 SALT interventions either in school or via Teams

Daily check ins- both in school or by teams/email if required

In school supported breakfast, break, lunch and homework club

SEMH interventions (either 1:1 or small group) both in school and via teams- such as PERMA, anger management, zones of regulation and talk about teenagers

Adapted lego therapy for pupils within school

IDL (indirect dyslexia learning)- online package to support both literacy and numeracy- can be accessed from home and pupils being supported to complete it within school

Precision teaching- both within school or by Teams

SOS spelling intervention- packs sent home to pupils or completed in school

Mindfulness sessions via Teams

Support for study sessions for sixth form pupils

Teachers will continue to scaffold and differentiate work so that it is tailored to pupil’s needs. Those who cannot engage with remote learning, even after staff are informed of difficulties and have adapted work, will be offered support in school.

EHCP pupils and their families are supported by the Learning Support department as needed.

## 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?

Pupils should still follow their normal timetable of lessons. Instructions will be sent to pupils on the morning of that lesson as above. In the event that the child cannot access a live lesson, work should be completed independently and pupils should contact their class teacher by e-mail if they need support, ideally during the time they normally have that lesson.

Where possible, live lessons will be offered, and teachers will teach ‘hybrid’ lessons to those in the classroom and at home at the same time. This means pupils at home will be invited to listen to the audio and see the screen that students can see in the classroom through Microsoft Teams. Pupils should access these lessons using their Teams calendar and will be invited to join as above when they are available.

Pupils should engage in learning and continue to submit work as requested by their teacher.

If pupils are struggling to access learning, they should follow the information above about accessing support.