



# Remote/Blended Education Provision

This information is intended to provide clarity and transparency to students and parents/carers about what to expect from remote education if local or national restrictions require entire cohorts (or bubbles) to remain at home.

## **The remote curriculum: what is taught to students at home?**

As far as possible, students are taught the same curriculum remotely as they would be in school. The schemes of work and specifications in each subject may be rearranged in order to make the best use of face-to-face time and for the most accessible topics to be delivered during periods of remote learning. There will be some aspects of the planned curriculum that cannot be delivered remotely, for example, practical work in Science, Art, DT and PE. Where possible, computer simulations or video demonstrations will be used in place of 'hands on' practical work.

Outside of a national lockdown, a student'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.

## **Accessing remote education: how will my child access any online remote education you are providing?**

All students have a Microsoft Office 365 account which they are familiar with and use regularly. They will need to access this via the school website and go to Microsoft Teams where learning material from all subject areas will be uploaded.

## **What should my child expect from remote education?**

This is very much dependent on the circumstances in which students have been sent home, i.e. an individual, a whole form group, a whole year groups or the entire school. In the case of a planned whole school closure (national lockdown) teachers and students will move to remote learning with immediate effect following their usual timetable.

In other scenarios we will always do our very best to ensure that work is made available to your child as soon as it possibly can be. To begin with, your child will be e-mailed a **remote learning log** which they should use pro-actively throughout the entire time away from school (regardless of the number of days). In the log, there is a detailed section (page 3) which outlines what your child should do on their first day or two of self-isolation until learning materials are made available. There are links and reading materials provided for the interim period so students can still engage with the subjects that they would normally have on any particular teaching day.

Many teachers have full teaching days (if groups of students/year groups are still in school) and they therefore need time to prepare and upload materials. We have agreed that teachers will be granted a 48-hour period to ensure lesson materials, which have been taught in class, are uploaded to Microsoft Teams for anyone isolating at home. This 48-hour delay is likely to be reduced the further into the isolation period students are as teachers are aware of, and can plan for, individual students who are at home. If an entire form or year groups are out of school, teachers will be expected to engage with their groups online during their normal timetabled period.

## **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 will take approximately the same amount of time per day as it would if your child were in school, plus homework (where it is issued).

Where students are not engaged in tutorial work between 11:50am – 12:20pm, students should use this time to update their **remote learning log**. However, if there is a remote assembly or tutor work has been set, then they should try to complete their log at the end of each day (10mins)

## Expectations for remote learning:

SCENARIO	School is open to all teachers and most students
Individual or group of students per form are isolating	<ul style="list-style-type: none"> <li>Teachers continue to deliver face-to-face lessons as normal for those in school.</li> <li>If it is possible for work and instructions to be uploaded to MS Teams before the lesson, teachers will do so as they appreciate it is advantageous for students.</li> <li>Where this is not possible it will be done following the lesson and within 48 hours.</li> </ul>
Full form or year group are isolating	<ul style="list-style-type: none"> <li>Teachers will be at a computer in order to interact with students.</li> <li>Teachers are expected to teach half of their periods per week with any particular group "live".</li> <li>Teachers will then be available for questions in the remaining lessons, but it might also be that students are working independently on tasks that have been set.</li> </ul>
What constitutes a live lesson?	<ul style="list-style-type: none"> <li>Teacher being online but utilising the chat facility to discuss ideas and ask questions.</li> <li>Teacher conducting a video conference with an entire class or year group.</li> <li>Teacher uploading a recorded video or narrated PowerPoint and then being available for a follow-up question and answer session either via chat or video.</li> </ul>

SCENARIO	School is <b>NOT</b> fully open (national lockdown or rotas)
School moves to a rota system (i.e. some groups in and some learning remotely)	<ul style="list-style-type: none"> <li>Whenever circumstances allow, the expectation is that all teachers will be in school and will teach face-to-face to those in school and will engage online with those learning remotely.</li> <li>Teachers will be at a computer in order to interact with students.</li> <li>Teachers are expected to teach half of their periods per week with any particular group "live".</li> <li>Teachers will then be available for questions in the remaining lessons, but it might also be that students are working independently on tasks that have been set.</li> </ul>
Full lockdown – whole school	<p><b>KS3</b></p> <ul style="list-style-type: none"> <li>Core subjects (English, Maths, Science): teachers of these subjects are expected to teach at least 1 "live" lesson and, if possible, an additional opportunity for questions and answers.</li> <li>All other subjects: teachers will set and upload online work or pre-recorded lesson videos. Teachers are permitted to deliver "live" lessons if they wish to, but this is not expected.</li> </ul> <p><b>KS4 &amp; 5</b></p> <ul style="list-style-type: none"> <li>All teachers are expected to deliver at least 1 live lesson (video or audio) per week, per teaching group.</li> </ul>

## Engagement and feedback

### What are your expectations for my child's engagement and the support we as parents/carers should provide at home?

As previously mentioned, students will be issued with a remote learning log in which they are expected to record all of the work that they complete, including the amount of time spent throughout each day. We expect students to follow a normal daily routine, which may include engaging in online "live" lessons, as well as completing independent tasks. It would be highly beneficial if parents/carers check their child's log daily to ensure they are engaging with remote learning. If they aren't using the log this should prompt you to challenge them and to see if they are actually doing the work that has been set. If they are, but have chosen not to log it, then you should encourage them to use their log so that you, and when required school, can check their progress.

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

When an entire year group, or the entire school are remote learning at home, teachers will be monitoring student engagement through lesson attendance, interactions via Teams or e-mail, and through feedback and marking. Where it is clear that a student is not engaging they will be prompted by the teacher and encouraged to improve their commitment. In most cases this will be sufficient to re-engage the student; however, if necessary the concern will be communicated to Department Leaders and Progress Leaders as appropriate, which is likely to result in parents being contacted. Tutors and/or Progress Leaders will also request samples of remote learning logs to be emailed to them. This is so that we can proactively monitor student engagement whilst also enabling us to monitor the quality of our blended learning provision. Any significant concerns from the log will be flagged up and parental contact will be made in order to address this.

## **If my child does not have digital or online access at home, how will you support them to access remote education?**

It is vital that students do have online access at home and if this is not the case please contact the relevant Progress Leader immediately and we will do all we can to help. One or more of the following may be possible:

- Where possible, laptops or tablets are loaned to students – to request support for this you should email our Network Manager Mr Lees ([j.lees@crossleyheath.org.uk](mailto:j.lees@crossleyheath.org.uk))
- Similarly, we will lend internet router devices to support families to have internet access – contact Mr Lees again to discuss this.
- On the very rare occasion where no other option is available students may request printed materials by contacting their Progress Leader.

## **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 student work is as follows:

- For short periods of self-isolation, teachers will provide feedback to students at home in accordance with their normal routine and with the students in school.
- During a national lockdown, teachers will provide regular feedback for each student in whatever format suits the subject/teacher, this could be provided during interactions in live lessons or through other means, such as:
  - Audio feedback
  - Video feedback
  - Written assignments and/or rubrics
  - Feedback sheets or individual written comments

## **Additional support for students 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 students, for example those 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 students in the following ways:

- Access to our mini-school which is open for critical workers' and vulnerable children.
- Regular contact with their SEN Key Worker (regularity dependent on need) who monitors and advises on remote learning priorities and helps resolve any issues.
- Teachers will continue to adapt individual tasks and resources where this is possible for remote learning provision.
- Collaboration with parents/carers and support from external agencies.

Where individual students need to self-isolate but the majority of their peer group remains in school, the method of remote learning will differ and live lessons will usually not be possible. Teachers will set work and will be asked to answer questions posed by students who are at home isolating at their next convenient opportunity. All self-isolating students will receive an online remote learning log via Microsoft OneDrive so that we can monitor engagement remotely and frequently.

If a student is self-isolating and ill, then there is no expectation for them to carry out remote education until they feel well enough to do so. When individuals are out of school self-isolating, teachers will provide work at the first practicable opportunity but within 48 hours of the lesson. Delays are more likely at the start of the isolation period where teachers have no prior knowledge that the student will be absent. Where we are informed in advance, teachers will do their best to ensure learning materials are uploaded to Teams in advance of the lesson as we appreciate it is advantageous for students to follow their normal timetable and routine. However, where this isn't possible, teachers are granted 48-hours from the taught lesson to ensure their learning materials are available on Teams.

During the interim period if there isn't any work available on Teams and students are at home working, we ask that students be pro-active and utilise the lesson time to complete any previous homework, do some active revision or continue to make progress with their class/coursework. There are links and reading lists included in the remote learning log for all the various subjects which should enable students to extend their knowledge and develop their skills, so in the absence of any other work we ask students to also explore these links.

When work is completed, students may choose to submit work to their teachers for marking via email, or use a Teams assignment if one is set up for the entire class. If this is a problem, students should simply provide work to their teachers when they return back to school from their period of self-isolation.

