

Remote education provision Chace Community School: 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

From the first day of remote education students will be taught broadly the same curriculum as they would if they were in school.

Students follow their normal timetables using Google Meets (through Google Classroom) to join lessons live. This is relevant throughout lockdown and whenever whole classes might be learning from home once we are back 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, certain subjects are amending the topics covered at this point of the school year, as these topics are better suited to remote learning. PE has amended its approach for core PE lessons with a focus on keeping students active in the home environment. In more practical subjects, including art, drama and technology the curriculum has been adjusted to suit home learning, as students do not have the resources and tools they have access to in 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:

KS3	All students will attend lessons according to the timetable. Teachers will LIVE teach for 75% of lesson time (approx 3.5 hours a day) and set independent work for the remaining 25% of time (approx 1.5 hours a day)
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KS4	All students will attend lessons according to the timetable. Teachers will LIVE teach for 75% of lesson time (approx 3.5 hours a day) and set independent work for the remaining 25% of time (approx 1.5 hours a day). In addition, students may be required to complete longer pieces of work in lieu of HW.
KS5	All students will attend lessons according to the timetable. Teachers will LIVE teach for 75% of lesson time and set independent work for the remaining 25% of time. Teachers will also set additional work to be completed in non-contact time.

Accessing remote education

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

We use Google Classroom for setting and submitting work and Google Meets for live lessons. Students have had training on how to use this during the Autumn term. There are additional videos and guides on the website to support them.

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:

Devices:

Parents and Carers have been advised to email the school and make a request for a laptop for their child. Requests are categorised by priority:

1. FSM/Pupil Premium families
2. SEN
3. Households with multiple children and some without devices

Parents are informed when their device becomes available and they are requested to come to school to collect it. We have been provided with approximately 200 devices by the DFE.

Internet access:

We were given 7 4G dongles and these were lent to families using the same criteria as laptops.

The Government recently informed us of a scheme whereby families could request unlimited data allowances for their mobile phones. This would enable them to use their phone as a hotspot, allowing their child to access the internet on a laptop. We informed parents of this scheme and have already sent the first batch of requests to the DFE.

Printed material:

As stated above, we have asked families to make us aware if they have no internet access at home. We address this issue by providing laptops, requesting additional mobile data or providing parents with 30GB mobile data Sims that we received from Vodafone. In very rare instances where these actions cannot provide a solution, staff would be made aware of the students' circumstances and requested to send electronic copies of the work to reprographics. The team could also make a pack of resources for the child and post it to them.

Pupils can then post the work back to school and admin staff will distribute it to the relevant teachers, however this would be in the most extreme cases.

How will my child be taught remotely?

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

- Each timetabled lesson will start according to the timetable. Teachers will deliver live lessons which include teaching new material, giving explanations, modelling, questioning and giving feedback.
- At times teachers will use other materials and videos resources, where these fit the curriculum but these will be integrated into our live lessons (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- Teachers will end lessons earlier than the timetabled time to ensure that students can take reasonable breaks from screens and to enable them everyone to prepare for the next lesson. This is the philosophy behind the 75%/ 25% split.
- Teachers will set work for the 25% independent time using resources that will be shared using Google classroom and assignments set on Google Classroom. This will include access to other websites and will clearly be signposted in the tasks set.
- The school has recently subscribed to SORA – Overdrive which will give all students access to online books and audio books to help keep everyone reading.

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?

- All students are expected to attend lessons according to the timetable. Students should use microphones to be able to engage in LIVE lessons as far as possible. Where not possible they can use the "Chat" function to respond to questions.
- Where students are struggling with technology or if there are other reasons preventing them from engaging in lessons, we encourage them to contact the teachers directly through Google Classroom. We ask parents to support them in doing this.
- We do not expect parents to have to help the students with their learning but of course welcome support when given. If parents are "present" during live lessons, we ask them not to contribute to the live interaction.

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

- Teachers take registers for each lesson to monitor attendance.
- Teachers record lack of engagement in online learning. This information is recorded and passed on to relevant staff to follow up, in particular where issues are ongoing.
- Parents will be contacted if students' engagement in lessons becomes a concern by the Form Tutor or Head of Learning.
- Form tutors are contacting each student at least once every three weeks in a Well-Being call and will raise concerns at these points, if it has not been done already.

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:

- Teachers give verbal feedback on learning as a regular part of all LIVE lessons.
- In many lessons, teachers use Google forms, Quizlet, Kahoot, Spiral.ac and other quizzes which give immediate and individual feedback.
- When students complete assignments on Google classroom, teachers will give whole-class feedback based on common misconceptions.
- As students work on assignments in the live part of lessons, teachers can see the work and offer immediate verbal feedback as well as written comments as students complete the work.
- In line with our assessment policy, teachers will deep mark at least one piece of work per student each half-term using individual comments and targets for improvement.

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:

- We recognise that in remote learning the pace of the lessons can be challenging for some learners. Teachers will adjust this as much as possible and offer support for individuals- particularly when students are working on Google classroom assignments.
- Our Teaching Assistants attend all LIVE remote lessons according to the timetable and are now able to support learning in breakout rooms.
- Teachers will continue to address quality first teaching through appropriate differentiation techniques to address the needs of the individual student using "best endeavours" through our online learning platform.
- Teaching Assistants will still be actively engaged in the lessons where students would typically be supported. Supporting individual students through remote learning lessons and independently set tasks.
- Small group sessions that address specific programmes outlined in section F of an ECHP will continue through the google classroom, using the advice set by outside professionals again using "best endeavours" to replicate the same provision offered in school.
- The SENCO and/or Teaching Assistants will work closely with families throughout this time to ensure needs are being met and address individual circumstances and concerns
- Vulnerable students including those with EHCPs or families of key workers will be able to attend school on their families request and a school place will be offered to them. In school, students will continue to access the online lessons in line with the rest of their peers.
- The Annual Review process will continue during this period of remote education.

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?

- During this period of national lockdown, students who are self-isolating and not attending school, will not have any difference to the education that is outlined above.
- Teachers use Google Classroom as a platform for setting work and HW when students are self-isolating.
- Individuals self-isolating will also receive a letter outlining websites and resources they can access to keep up with the curriculum.