



# Remote Education Provision

## Information for Parents

Welcome to our guide to Remote Education provision. Our staff have been working hard to ensure that learning can continue for pupils who are at home at times of partial closure due to the Coronavirus.

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

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?

The main place in which work will be set for all year groups will be Satchel One (Formally Show my Homework). Here, you will be able to find work set from each of your child's teachers.

## 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, delivery of PE lessons and practical subjects.
- Curriculum maps for subject areas are available on the school website.



## 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 4 to 5 hours each day.
- Students in Y11-13 will be set homework as normal to support their progress on the courses they follow. Years 9-10 will be set key homework if appropriate to their courses e.g. revision in preparation for an assessment. Year 7 and 8 will not be set homework.

## Accessing Remote Education

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

The main place in which work will be set for all year groups will be Satchel One (Formally Show my Homework). Here, you will be able to find work set from each of your children's teachers and notice of scheduled live lessons. Teaching staff may also use platforms such as GCSEPod and Educake to support remote teaching and learning.

Below is an overview of online teaching and learning platforms used:

Resource	What is it?	Extra Help
<b>Satchel: One</b> 	The main place in which work will be set for all year groups will be <b>Satchel: One</b> (Formally Show my Homework). Here, you will be able to find work set from each of your child's teachers whilst your child is working from home.	If your child needs help submitting their work via Show my Homework they can access support by visiting the website <a href="#">here</a> . They can also contact their teachers directly by email.
<b>Microsoft Teams</b> 	All classes in school are in a <b>Microsoft Team</b> . The platform is mainly used to host remote live lessons. Assignments can also be set in Microsoft Teams.	You are able to access guidance on accessing Teams here.



<p><b>Microsoft SharePoint</b></p> 	<p>All pupils have access to <b>Microsoft SharePoint</b> and use it to store their files in school.</p>	<p>You are able to access guidance on accessing SharePoint here.</p>
<p><b>GCSEPod</b></p> 	<p>All GCSE pupils in school have access to <b>GCSE Pod</b>. Pods are short videos of GCSE content used to support revision.</p>	<p>You are able to access guidance on accessing GCSE Pod <a href="#">here</a>. The parent area of the GCSEPod website also contains excellent webinars on supporting your child's revision at home.</p>
<p><b>Educake</b></p> 	<p>Some pupils in school have access to <b>Educake</b>. Educake provides regular low-stakes quizzes to support revision.</p>	<p>You are able to login to Educake <a href="#">here</a>.</p>
<p><b>Oak National Academy</b></p> 	<p>The <b>Oak National Academy</b> website contains thousands of online lessons to support pupils who are working from home. Teaching staff may set these lessons on SMHW is aligned with the curriculum.</p>	<p>Access to the free lesson and resources can be found <a href="#">here</a>.</p>

All platforms listed have associated Apps available in the App Store

## **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:



- We issue or lend laptops or tablets to pupils.
- We issue or lend devices that enable an internet connection (for example, routers or dongles).
- We are able to provide printed materials should pupils not have online access.
- Pupils are able to complete work and submit to their teachers via school reception.

For further information, please contact Deborah Wardlaw, Business Manager.

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

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

- Full live lessons or live lesson introductions will be offered to pupils using Microsoft Teams. Not all lessons will be live as this is unsustainable for both staff/students and not always the best method of teaching and learning.
- Morning registration will be offered to pupils at 8:30am using Microsoft Teams. This start to the day is important for peer interactions and building our community.
- Recorded lessons may be made available to pupils e.g. Oak National Academy lessons or video/audio recordings made by teachers.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Textbooks and reading books pupils have at home.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Long-term coursework project work in line with exam specifications.
- Students in Y9-13 will be set appropriate homework to support progress in their courses e.g. revision in preparation for an assessed lesson or pre-reading.

## **Engagement and feedback**

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

- Pupils are expected, where possible, to attend live registration and any live lessons scheduled.



- Parents should support remote education by checking work set on Show my Homework and setting up routines in the home so that pupils complete work set.
- Parents should regularly check that their child is submitting work and meeting deadlines.

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

- Teachers will check pupils' engagement with remote education on a lesson-by-lesson basis.
- Learning Mentors will check on student wellbeing every morning during remote registration.
- Where engagement is a concern e.g. a live lesson is missed or a student is not submitting key work, an alert will be sent to parents and carers. Parents and carers will be able to see their child's attendance to live lessons and any praise/concerns a teacher has by logging into Show my Homework.

## **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. As per school policy, we expect assessment, marking and feedback on pupils' work to be given but not every lesson or task submitted.

For example, whole-class feedback or quizzes marked automatically via digital platforms are valid and effective methods, amongst many others. Our approach to feeding back on student work is as follows:

- Student understanding will be checked during live remote lessons.
- Work will be assessed in line with faculty policy.

## **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:

- Regular contact will be made with families to support remote education for pupils with SEND.
- Learning Assistants will work with teaching staff to ensure pupils are able to access learning resources.
- Specialist staff will schedule mentoring with key pupils if appropriate.

## **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 will cover 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, delivery of PE lessons and practical subjects.
- Work will be uploaded to SMHW using the 'Classwork' task option for the lesson missed or emailed home.
- Work/lesson set can be from the National Oak Academy or another platform if aligned with the curriculum map.

## **Remote Learning Practice and Live lessons**

### **How will Microsoft Teams be used to deliver live lessons to pupils working remotely?**

- Microsoft Teams Meetings allow teachers to host video and audio calls and automatically invite members of their classes (pupils join by clicking the relevant meeting invite in the correct Class Team).



- One-to-one video-conferencing sessions may be used only for a limited number of purposes: for music tuition; academic tuition to exam groups; or for counselling with one of the school counsellors only. Staff should not use video-conferencing to contact pupils for any other purposes.
- Not all pupils have access to the technology to participate in online video-conferencing. Any video-conferencing should augment the work already set on SMHW and Teams, not replace it.
- To control access to live lessons, teachers should set the meeting options so that Pupils are unable to bypass the lobby.
- Teachers should record the Meeting for easy Microsoft Teams access at a future date and time – particularly for those pupils who do not have access to the live lesson and want to revisit the material at a future date. Pupils will be made aware that the recording is being made and the lesson will available in Microsoft Teams for 21 days before deletion.
- Dress – pupils and staff should dress appropriately, i.e. fully clothed, nothing revealing, no extremes of fashion, no T shirts with controversial slogans etc. The standard of dress for colleagues is smart casual.
- The student is in a ‘public’ room, e.g. a kitchen or living room, where an adult can come and go freely. A bedroom is only used in exceptional circumstances, e.g. if this is the only room in which an instrument can be played, and, if so, the door is left open. The only exception to this is a session with a School Counsellor.
- A neutral background with nothing too personal to the staff member, no controversial pictures etc. A background may be selected in Microsoft Teams.
- Timing of sessions should only take place during 8.30am to 3.10pm.
- Staff may use microphone headsets to improve the quality of audio on the calls.
- We recommend that all pupils wear headsets during calls to improve their listening experience and also engagement with remote learning sessions.
- Screen sharing will allow teachers to broadcast their screens and open documents during the Meeting calls for discussion and sharing with the class.
- We are mindful that if remote working / learning is happening nationally, there may be bandwidth restrictions across the UK internet backbone. In this event dropping the Teams Meetings down to just audio might be necessary.

## **What behaviour expectations are there for pupils participating in a live lesson remotely?**

In line with the school behaviour policy, specifically: teachers have the power to discipline Pupils for misbehaviour which occurs in Microsoft Teams, specifically in live lessons.



- We trust all pupils of Chosen Hill School to behave responsibly using Microsoft Teams, and to value the unique learning opportunity it brings.
- Pupils must never send or accept invites to join Teams from anyone other than a Teacher. This particularly applies to people outside of Chosen Hill School.
- Pupils should not start Team meetings – this should be done by the teacher.
- Pupils should behave in a respectful, polite and courteous manner at all times.
- Pupils should not mute participants or remove participants from a live lesson.
- Pupils should not upload, share or forward material that could be considered offensive, inappropriate or illegal.
- Pupils should not make comments that could be considered offensive in the chat function. This explicitly includes any form of cyberbullying.
- Pupils should not share any personal information with anybody online.
- Pupils should not record the lesson on another device and share/distribute the lesson with anybody else.
- Pupils will continue to follow the rules regarding use of technology as outlined in the school's Acceptable User Agreement.

## **What sanctions are there for pupils not meeting behaviour expectations in remote live lessons?**

- The following staged approach will be adopted by Chosen Hill staff to sanction misbehaviour in Microsoft Teams. All actions should be recorded in SIMS. Where it is not possible to access SIMS from home, staff should record the incident and forward to the Year Lead – Progress Coordinator.
- Where poor behaviour is disrupting learning for themselves and others, a verbal sanction will be given and a direction for correcting behaviour stated. The teacher may contact home if appropriate.
- Where there is repeated poor behaviour that is disrupting the learning for themselves or others then the pupil will be removed from live lessons in Teams for a fixed period. Where a pupil has been removed from a live lesson then the teacher will contact home.
- For any repeated poor behaviour then a member of the Pastoral Team or a member of the Senior Leadership team may contact home if appropriate.



- If a student does not attend a live lesson, this will be recorded by the teacher and an alert will be sent to parents via SMHW.

## **How can I support healthy working habits during any periods of remote education?**

- Encourage your child to follow their school timetable and to take a break and move between lessons.
- Go outside at breaktime. Even if it's raining, encourage a burst of movement.
- Remind your child to hydrate. Encourage them to fill a glass with water and to take sips throughout the day.
- Set up a designated working area for your child at home where they can organise their resources.
- If your child is using a tablet or mobile phone, encourage them to prop it up on a table rather than sat scrunched up on the bed or a sofa.
- Remind your child about the 20:20:20 rule. Opticians advise that when using screens, it is healthy to look at something 20 metres away, for 20 seconds, every 20 minutes.
- Check the screen height if your child is using a laptop. Try raising the height of the laptop to avoid hunching shoulders, compressing the chest and looking downwards. A stack of books or a showbox is great for this.
- If you have a spare mouse/keyboard, plug them into your laptop to improve posture.
- Interacting with peers is important for engagement with remote learning. Encourage your child to stay in touch with their friends socially.
- Remind your child that classwork should be completed in the lesson time and should not be using the weekend to catch up on classwork. Rest on the weekend is important for productivity.
- Encourage your child to get in touch with their Learning Mentor or subject teacher if they are worrying about school.

## **If I have any questions or concerns about remote learning who should I contact?**

- Issues about your child's progress, engagement or wellbeing – contact your child's Learning Mentor.
- Specific issues in setting work – contact your child's subject teacher.



- Issues with behaviour – contact your child’s Progress Lead.
- Issues with IT – contact IT staff.
- Concerns about safeguarding – contact the Designated Safeguarding Lead – Jonathan Bardgett.