



## **Remote Education Provision: 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 document.

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

A pupil's first day of being educated remotely will look slightly 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 of pupils being sent home?**

On the first day of remote education, pupils must follow their normal timetable and engage with work independently. Pupils should go to their year group on Teams, go to the channel entitled 'day one of remote learning', click on 'files' (top of the page) and open the pdf. Pupils must complete the independent tasks from the subjects they are supposed to have on that day.

### **Following the first day of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

Pupils will follow their normal timetable and 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 as pupils cannot complete the practical elements of some subjects that we do 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 the equivalent length of the teaching pupils would receive in school, and as a minimum:

Secondary school-aged pupils	5 hours
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## Accessing remote education

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

All pupils have access to Microsoft Teams and all the work is set on there. Pupils should be checking their Teams for every subject they have every day. We also encourage parents to have a look and check that the work has been completed and submitted. Pupils had training in school on how to use Teams and guides have been sent via Synergy and Teams to parents and pupils. Pupils can also contact [help@thehollins.com](mailto:help@thehollins.com) if they struggle with any aspect of technology.

### 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:

Pupils filled in a questionnaire about the devices and online access they have at home. We constantly monitor and update our information so we are aware of the devices/internet access for every pupil.

The school requested laptops from the DfE and we have already issued a number of devices to our pupils, with priority being given to disadvantaged pupils. Pupils and parents are required to sign a loan agreement and the AUP.

Pupils who have informed us that they do not have any online access and who have not been issued a device have been receiving hard copies of the work. Pupils/parents contact either one of their teachers, their year co-ordinator or the main office in school and let us know if this is the case.

We have also distributed 4G WiFi dongles (which act as WiFi hotspots) to families who need them. We have given parents the opportunity of contacting us if they need to access these or the mobile data offer from certain mobile phone companies by contacting [4G@thehollins.com](mailto:4G@thehollins.com)

We encourage parents and pupils to contact [help@thehollins.com](mailto:help@thehollins.com) if they have any questions related to general IT help and support.

### How will my child be taught remotely?

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

Our teachers use a range of approaches to teach our pupils remotely, including:

- Some live teaching (online lessons) in both KS3 and KS4– those lessons are also recorded so they can be accessed later for pupils to revisit a specific aspect of the lesson or for pupils that could not join live at the time of the lesson.
- Some pre-recorded teaching (video/ audio recordings made by teachers, Oak National Academy lessons, MyMaths, etc.).
- Formative assessment tools such as spiral, Kahoot, wooclap, Microsoft Forms, etc.
- Video clips relevant to specific topics.
- Worksheets, reading materials.
- GCSE Pod, Vocab Express, Seneca Learning in KS4.
- Printed paper packs for some classes/ individuals.

## **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?**

We think it's important for our pupils to try to keep with their normal routine. We expect pupils to follow their normal timetable and we give pupils until the end of the next school day (3pm) to complete the work set as we know that some children share devices at home and cannot necessarily complete the work straight away. Pupils must check their Teams regularly throughout the day so they don't miss any work. When there's a live lesson, it is scheduled in advance and it is also recorded so that pupils can watch it later if they could not join live at the time of the lesson.

We expect parents to check their child's work on Teams every day and to continue to encourage their child to try hard. When the lesson is delivered live we ask parents to check that their child has also completed the work that goes with it. We have provided parents and pupils with a guide on how to submit work on Teams.

Parents can always contact the school on Synergy if they have any questions or if they require any help.

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

As mentioned above, we give pupils until the end of the following school day (3pm) to complete their work. After that, teachers check the work and if it has not been submitted, teachers issue a 'Home Learning Query' on Synergy. We use an analysis tool on Teams called "Insights" and this gives us information regarding if pupils have logged into the assignment, how long they spent in a live lesson, etc. When a Home Learning Query is issued, a text is then sent home so parents can have a conversation with their child and can check their child's Teams to see what situation is relating to the query.

If some pupils are not engaged at all with the work, phone calls or emails are made with parents to discuss the situation.

## **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.

Pupils receive regular feedback on their work in their different subjects. However, we have made it clear to staff that they are not expected to "mark" every piece of work for every single lesson as this is not manageable, nor conducive to our staff's well-being.

The methods we use to assess and feedback on pupils' work:

- Use of chatroom discussions during live lessons.
- Use of LbQ, Quizlet, Kahoot, Quizziz where feedback is given automatically to pupils after they completed the work.
- Use of spiral 'quickfire lite' in live lessons that teachers use as a tool for formative assessment and feedback is being given instantly.
- Work submitted to teachers is being reviewed and feedback is being given either via Teams or in the next lesson via verbal feedback.
- Short and long written tasks, oral tasks, exam questions, application tasks, worksheets are set when appropriate, they are then marked by teachers and feedback is given to pupils either individually or via whole class feedback.

## **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 and in school. We acknowledge the difficulties this may place on families but we are working with parents and carers to support those pupils.

How we work with families to deliver remote education for pupils with SEND:

- We have appointed teaching assistants to specific year groups. The TAs liaise with parents, teachers and pupils to ensure pupils with SEND can access the work.
- The teaching assistants identify any issues and make regular contact with classroom teachers to work together to make the work accessible for pupils.
- Regular contact with parents is being made to ensure pupils are engaged.
- Some SEND pupils have been sent specific equipment for their needs (e.g. magnifying equipment, adapted laptops, coloured overlays and reading pens).
- Our pupils who follow an alternative curriculum are still doing this via remote learning.
- We continue to offer the intervention programmes for identified pupils (such as for numeracy, literacy and social skills).
- We continue to work with external professionals in accordance to Education Health Care Plan provision (speech therapist, educational psychologist, clinical psychologist and qualified teachers for the visually impaired).
- Some SEND pupils have also been offered one to one sessions.

## **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?**

When the majority of the year group is in school, our pupils self-isolating are still taught a planned and well-sequenced curriculum. The only difference from what has already been described above is that some teachers will teach using 'hybrid learning', which is where non-isolating pupils attend the class in-person with the teacher and others (the pupils self-isolating) join the class virtually from home. Otherwise, when hybrid learning does not take place, the work is set on Teams for pupils to complete and to submit to their teachers.

With regards to devices, when pupils are self-isolating we ensure that any pupil who needs a device is given one to take home immediately with them.