

Remote Education Provision: Information for Parents – Updated October 2021

This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see section 7 of this document.

Contents

1. What is taught to students at home.....	1
2. Remote teaching and study time each day	1-2
3. Accessing Remote Education	2
4. How will my Child be taught remotely?	2
5. Engagement, Feedback and Well Being	2-3
6. Additional support for students with particular needs.....	3-4
7. Remote education for self-isolating students.....	4

1. What is taught to students at home

Our primary remote learning offer will be delivered through Google Classroom utilising other applications such as Google Meet, Documents, Sheets, Slides and Forms. Pre-recorded videos are produced by staff using Loom or other suitable recording programmes, Oak academy videos and other programmes such as Hegarty Maths are all uploaded to Google Classroom so tracking of tasks to complete is easier for all stakeholders. The student hub and school website contain all the information relating to the current curriculum offer with additional links to resources for students to use. This provision will be available from day one.

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, in practical subjects such as science, technology, art, drama or music, where it is not practically possible to complete some parts of the curriculum at home due to resource. Activities for these subjects will be set by the teacher which are adapted so that they are appropriate for remote learning.

2. Remote teaching and study time each day

Remote education (including remote teaching and independent work) will take students at least 5 hours per day. Students are encouraged to follow their in-school timetable. The lessons are structured to follow best practice online and will contain a taught element as well as an assessed element. The tasks may also require time for independent work or preparation for learning / homework to mirror the normal school day. The structure of each lesson reflects the structures used in school.

Secondary school aged students not working towards formal qualifications this year (Year 7-9)

Receive 5 hours of remote education per day including access to the Growing Success Hub (careers education) and EPlatform (online library). 23 hours of each week will be remote teaching including work to complete independently. Two hours per week will be for exercise, (on the student timetable as Core PE) links will be provided for students to access during this time. Additionally, there will be a weekly assembly and form time session.

Secondary school aged students working towards formal qualifications this year or next year (Year 10 and 11)

Receive 5 hours of remote education per day including access to the Growing Success Hub (careers education) and EPlatform (online library). 24 hours of each week will be remote teaching including work to complete independently. One hour per week will be for exercise, (on the student timetable as Core PE) links will be provided for students to access during this time. Additionally, there will be a weekly assembly and form time session.

Sixth form students working towards formal qualifications this year or next year (Year 12 and 13)

Will receive at least 5 hours of remote education per subject they are studying plus independent work to complete. Some independent work will be assigned through Unifrog in addition to that which subject teachers will assign. Additionally, there will be a weekly assembly and form time session.

3. Accessing Remote Education

Students are allocated an individual Google Drive account through their school email address, this links with other applications such as Google Meet, Documents, Sheets, Slides and Forms. Other applications which are being used include the following, but this is not an exhaustive list due to new applications and websites being created and subscribed to by the school: Oak Academy, Seneca, Quizizz, Quizlet, Doodle, Hegarty Maths GCSE pod and The EverLearner.

We recognise that some students may not have suitable online access at home. We take the following approaches to support those students to access remote education. For any student who is struggling with IT access through a lack of device or wifi please contact Miss Jenkinson (ljenkinson@george-spencer.notts.sch.uk). Paper based resources can also be requested by emailing Miss J Gordon (jgordon@george-spencer.notts.sch.uk). If paper-based resources are used they must be brought into school when the student returns to school or posted into school.

4. How will my child be taught remotely?

We use a combination of the following approaches to teach students remotely, this is dependent on the year group / key stage and suitability of each platform for each lesson:

- Synchronous / live teaching through Google meet
- Asynchronous teaching through Google Classroom to include:
 - 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 video clips or sequences (see section 3 for some named applications / websites)
 - Printed paper packs produced by teachers or LPAs (e.g. workbooks, worksheets)
 - For KS4 and 5 - Textbooks and/or revision guides students have at home

For students working online, all tasks required to be completed will be uploaded to separate Google classrooms and it is the student's responsibility to become members of each subject they are studying.

5. Engagement, Feedback and Well Being

Students should fully follow their current timetable whilst working remotely. Staff will be available via Google Classroom or email during the time allocated on their timetable if you have any issues. Students are required to complete work in all of the subjects they are studying as well as completing independent work as directed. If parental emails are provided, parents will obtain an update containing any outstanding work each week, this is automatically generated by Google Classroom.

Parents can support their child's learning by helping them to organise their time. It may be difficult to keep your child motivated or for them to complete all the work being set at times. You should be receiving weekly updates from Google Classroom regarding work which has not been completed for your information. If they are having difficulties with the work please contact the school to discuss it. Some strategies to help children to learn include:

- Agreeing what they should try to achieve each day and each week
- Helping them to balance any deadlines for when work has to be handed in
- Helping to break down the work into shorter periods based on how long they can concentrate
- Taking frequent breaks away from the computer or work
- Praising them when they do well
- Making some time for practical activities, physical exercise or helping with cooking

While working online please ensure children have age-appropriate parental controls on any device and try and monitor the websites and apps they are using. From a social side, children may be missing socialising or speaking to others at school. Let your child speak to their friends and family members through phone or video calls to support their mental health. If you require additional wellbeing or safeguarding support please contact your child's Learning Manager who will be able to provide support or pass to the appropriate person.

Learning managers receive a report each week regarding the number of documents each student has viewed, edited or created for monitoring purposes and to inform conversations via Form Time learning, email or phone calls with parents or students. Where engagement is a concern parents will receive emails from teachers and the number of phone calls from the learning manager would increase. Registers are taken for any Google Meet live teaching lessons. If parents have a concern or are not receiving Google Classroom updates please contact Learning Managers in the first instance.

Feedback can take many forms and may not always mean extensive written comments for individual students. 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 again through the platform used. Feedback can be a written comment on a piece of work or a mark or percentage. If self-marking / computer marking quizzes are used students will receive immediate feedback including the answers which were incorrect. Students should receive feedback on their work in a timely manner in line with the school assessment policy as long as the work was completed on time and the 'hand in' button has been pressed on Google Classroom.

In line with our Ethos of Excellence, weekly whole school assemblies and form time sessions will enable students to still be a part of the school community. These sessions will focus on our core values and topics that we hope will motivate and engage our students. During the form time sessions, we strongly encourage your child to have their camera and microphone on so they can interact with their friends and over time, prevent students from feeling isolated at home.

Our Growth curriculum for Year 7 and 8 aims to provide the opportunity to explore, develop and put into practice a variety of skills that will help them to grow as all rounded learners. Students have already shown how resilient and motivated they can be in the face of adversity and overcoming challenges. The Growth Curriculum looks to draw on these and provide support to students with resources they can use.

Targeted careers guidance is provided through the platform Unifrog. This also includes apprenticeship information, Virtual 'work placements' and student webinars. Bespoke contact with individual students is provided when requested by the student, family, Learning Manager or Director of Learning.

All students can access well being support by contacting the Well Being Line on **07969203860**. A member of the Well Being Team will be on hand to respond to text messages, calls or voice mails to provide support and guidance. Alternatively, parents or students can contact the Director of Learning or Pupil Support Assistant for their year group who will be able to offer guidance or will liaise with the Well Being Team if more bespoke support is required.

Students who have already been referred to the Well Being Team will be assigned a Well Being Team Caseworker and will access support on at least a weekly basis. Bespoke support will be tailored for each individual and will take place via Google Meets, email or phone conversations. Parents will be contacted to inform them of the support that will be put in place. In addition, staff have the option to praise students via a 'Lockdown Learning Legend' postcard. These are posted out each week.

Year 11 and 13 have a bespoke offer by emailing gsa-support@george-spencer.notts.sch.uk where their concerns will be picked up by our pastoral support network and will be addressed in a bespoke manner.

There is also a 'well-being' section located in the student hub of the school website which provides guidance and links to useful websites.

6. Additional support for students with particular needs

We recognise that some students, for example some students 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. SEN Support and EHCP students have a keyworker attached to them. Keyworkers will be making contact weekly to parents. Keyworkers will have access to the students google classroom to offer support if requested by the student. We have a specialist intervention caseworker for cognition and learning who additionally differentiates literacy and numeracy work for some of our SEND students.

PP students will be contacted regularly by their learning manager and Year group pastoral team and have priority marking for any remote learning.

Additionally, we offer literacy support to identified students in Year 7 through the software 'Reading Plus'. This tracks your child's reading speed and creates a bespoke package which is accessible but challenges students to read more fluently and increase comprehension.

7. Remote education for self-isolating students

Where individual students 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 outlined in the other sections of this document. This is due to the challenges of teaching students both at home and in school. The below ensures individual students self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. Students are still encouraged to follow their in-school timetable.

There are 2 levels of offer depending on the individual circumstances of the learner.

Students isolating due to being asymptomatic or through track and trace – All links to the current curriculum are found on the student hub under the curriculum maps for each subject. These follow the curriculum for each year group and links are set centrally. Additional work may be sent via email or Google classroom from class teachers to support or extend this offer. Paper copies of the work may be requested by contacting Miss J Gordon. Feedback will be provided through Google Classroom for additional tasks or the use of retrieval quizzes on the return to school.

If you have any queries about remote learning, you should contact the following individuals:

- Miss J Gordon (Vice Principal) - Remote learning or clinically vulnerable / extremely vulnerable children
- Miss L Jenkinson (Vice Principal) - Y11, 12 or 13 examinations or coursework
- The relevant Curriculum Leader - Work set for a subject
- The relevant Director of Learning, PSA or Learning Manager - Support with your child's engagement / well-being
- Mr J Dakers (Assistant Principal / Designated Safeguarding Lead) - Safeguarding
- IT – Please fill in the remote learning IT log found on the Student Hub