

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 where national or 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?

Interim work will be uploaded to Satchel:ONE. These will be, as far as possible, extensions of the normal school curriculum but may be generic skills-based, revision of previous topics or pre-work for future areas of study.

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?

Pupils will follow the normal school timetable and the planned curriculum and scheme of work as much as possible. There may need to be some changes in certain areas (practical subjects) but these will still be mindful of the fundamental skills and knowledge required to be a successful learner in the subject over time.

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:

Key Stage 3	Up to 5 hours.
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	<p>Live lessons - the teacher may introduce the topic, pupils then on the task and then return to the teacher for the plenary.</p> <p>This should all take place during the hour of the lesson.</p> <p>Satchel:One (on SMHW) set tasks, worksheets, voice over powerpoints, for time-tabled subjects. These can be accessed by pupils anytime during that day.</p> <p>Again, the tasks should take 1 hour maximum to mirror lesson time.</p>
Key Stage 4	<p>5+ hours.</p> <p>At least ½ the lessons for subjects will be live as appropriate to the subject.</p> <p>The structure for live lessons and set tasks may be similar to above, but there will be the expectation that pupils undertake additional independent study in lieu of homework that would be set in school.</p>
Key Stage 5	<p>For a student studying 3 A levels there will be 12 hours of lessons per week, a mixture of live and set task.</p> <p>The expectation would be to do up to 12 hours of independent study to mirror the 8 hours of study per week, per subject that would normally be expected in school.</p>

Accessing remote education

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

Online work is delivered live through Microsoft Teams or set on Satchel:One (SMHW). Set work may have links to other websites and resources, such as YouTube.

Your child will need to:

- Check their emails for Teams invites to live lessons by 9am
- Join the lesson at the appropriate time
- Check Satchel:ONE for set work

They will need to access this through their phone, laptop, tablet etc.

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 have sent out surveys to help us ascertain which pupils do not have suitable online access at home. We have also contacted those individuals who we know did not have access in the first Lockdown. Support has/will be provided (laptops, 4G data sims/dongles etc.) in all cases where responses have been received.

If your child is still having issues accessing online learning, you should contact their Head of Learning in the first instance.

Year 7 – Mr Hornsby - jhornsby@parkhouseschool.org

Year 8 – Mr Jones - gjones@parkhouseschool.org

Year 9 – Mr Columbro - vcolumbro@parkhouseschool.org

Year 10 – Miss Dee - rdee@parkhouseschool.org

Year 11 – Miss Herden - sherden@parkhouseschool.org

Year 12/13 – Mr Hawkins - bhawkins@parkhouseschool.org

- We are also posting/delivering printed materials and text books to those pupils that need them.
- Most pupils submit work to their teachers through SMHW, Teams, OneDrive and email. If they do not have online access they can post the work to school or drop it off, having first made contact and agreed this with their teacher and Head of Learning.

How will my child be taught remotely?

Lessons follow the upper school day.

Timings

P1 – 9.10 - 10.10

P2 – 10.15 - 11.15

P3 – 11.35 - 12.35

P4 – 12.40 - 13.40

P5 – 14.25 - 15.25

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

- The lesson may be live streamed on Microsoft Teams (an invite to join the lesson will be sent)
- or
- The lesson Powerpoint or work will be uploaded to Satchel:ONE
 - Teachers will be available approximately weekly (depending on frequency of lessons in the normal timetable) for a more informal Q&A/feedback session for students to access to discuss issues, ask questions etc.

Example of types of remote learning

KS3 Practical Subject (1 lesson a week)

Week 1 – Video demonstration, set task. (student photographs work and shares with teacher via OneDrive)

Week 2 – Set independent task.

Week 3 – voice-over Powerpoint. Set research task. (Digital work submit via Satchel ONE)

Week 4 – live Microsoft Teams feedback/discussion session 30 mins. Set task.

Maths (4 lessons a week, all year groups)

Lesson 1 – live Microsoft Teams lesson. Explanation by the teacher of the topic.

Lesson 2,3,4 - a mixture of live lessons, instructional videos/research, completion of exercises/revision sheets based on what has already been learnt or a problem-solving task. This will depend on the set.

Teachers will:

- continue to teach their standard curriculum as planned.
- deliver a proportion of lessons on Microsoft Teams.
- expect all pupils to attend any live sessions which are scheduled.
- use Satchel ONE to set work and indicate to pupils any classwork/homework that needs to be submitted.
- give feedback in a variety of ways, for work undertaken remotely.

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?

Pupils are expected to:

- Check emails for Teams invites to live lessons by 9am
- Check Satchel ONE for work set for other lessons
- Complete work to the best of their ability
- Follow instructions about sharing/sending work
- Attend live sessions and follow guidance on appropriate conduct
- Act on feedback

Student protocol for live online lessons

- Follow the instructions set by the member of staff and accept the invitation
- If asked to, remain muted or to only use the voice functions
- Be in a public room i.e. living room/ kitchen wherever possible
- Make sure appropriately dressed
- Do not amend any settings unless asked to do so by the teacher
- Do not make recordings of the session
- Be yourself and respect others
- Ask questions using the chat
- Engage and actively participate with your lessons

ORGANISATION AND ROUTINES

- Encourage a clear framework for working at home, which mirrors the timings of the school day as closely as possible to keep your child in a routine.
- Get students into the routine of checking emails and Satchel:One every morning to check what work they have been given for the day ahead.
- Make sure your child has materials to hand and that the completed work is being kept safe and organised.

MOTIVATION AND FOCUS

- Make sure that there is designated, quiet place for working and that distractions are minimised.
- Discourage students from using music, watching television and using their phones whilst studying.
- Limit access to social media and phones during working hours to maximise focus and minimise distractions.
- Encourage regular breaks between 'lesson slots' to break up the work.

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

In order to check engagement all teachers will:

- Keep a register of who has attended live lessons.
- Monitor who has accessed tasks on Satchel:One and who has submitted work

If your child is not engaging, teachers will inform their Head of Learning and Head of Department. Where it seems to be just an issue with one subject, the teacher will email the student to see if there is a problem and if it continues, will make contact with parents. If there seems to be a wider problem, the Head of Learning will make contact with parents.

- Tutor group meetings are held at least fortnightly (alternating with Head of Learning virtual assemblies) via Teams, where the tutor can ask pupils how things are going and if they are experiencing any problems.
- Tutors will then contact the appropriate member of staff or parents in order to support

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:

Your child will be asked to submit work and be given feedback at varying points.

Examples of this are:

- Submitted work with comments on Satchel:One
- Quizzes on Satchel:One to check knowledge and understanding
- Plenaries, mark schemes, exemplars, model answers and self-marking.
- Email conversations between student and teacher on completed work
- Shared, marked work on OneDrive
- Shared work and comments on their own channel in Teams.

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:

- Pupils with SEND are able to have a place at school where they are supported by teaching assistants, in order to access the live lessons and work set on Satchel:One
- Where pupils are working from home, we have asked teachers to differentiate work accordingly.
- Students with additional needs have been prioritised where help with technology is required.
- In addition, some students – particularly those with significant literacy needs – are receiving individual work packs prepared by the Learning Support department.

The SEND team are also working closely with parents and carers and are in frequent contact. If you have further needs or concerns about supporting your child please contact:

Miss R Dewsbury rdewsbury@parkhouseschool.org Assistant Principal/ SENCo/ DDSL

Mr D Crabbe dcrabbe@parkhouseschool.org Assistant Principal/DSL

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?

Parents should notify the school using the usual absences line to report if their child is unwell, isolating or has been sent home with Covid-symptoms.

- Their Head of Learning will notify their teachers that work needs to be sent to your child's school email

- Work will be a continuation or/closely linked to the normal curriculum being followed by peers in school
- Your child will be expected to keep up with work when absent from school (health permitting) and will be told to follow their normal timetable
- Students have been provided knowledge organisers in most subjects to enable independent revision/learning of key knowledge at any time
- Completed work can be emailed back to the teacher or brought into school on return to school, for checking, they will be told what to do.
- Teachers will also respond to specific questions on the work set to offer assistance and/or feedback
- If on checking there appears to be a knowledge gap, catch up or consolidation work may be set or additional sessions organised.
- Please contact teachers, your child's tutor or Head of Learning if there are any problems.