



Remote Learning Information

2021-22

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 page.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the event of a self-isolation, all work will be set using Microsoft Teams. All work will be set in a Team that will include all students in their teaching group.

In the event of a bubble closure or school closure, the online timetable that includes a combination of 'live' lessons and self-directed study will start immediately.

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, in Science and DT, there may be a slight change to practical elements. i.e. experiments and practical demonstrations may be a recording of somebody else completing a practical demonstration.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

All pupils will be following their normal timetable. We expect that remote education (including 'live' lessons, pre-recorded lessons and independent study) will take pupils broadly the following number of hours:

KS3 (Year 7, 8 and 9) KS4 (Year 10 and 11)	5 hours a day as per their timetable
KS5 (Year 12 and 13)	5 hours of each subject a week following the daily timetable

Accessing remote education

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

All pupils have access to Microsoft Office 365, here they can download the full suite of Microsoft Office to home PC / laptop or tablet free of charge. They can also remotely access their school accounts to access their One Drive Folders and all Students' Shared Folders. Pupils will be placed in a Microsoft Team for each of their subject classes, including their tutor group and PSHE class. This is where the teacher will deliver remote learning and where the pupils will need to submit assignments.

Subject teachers may direct students to other platforms to use such as:

- Hegarty maths
- GCSEPod
- Seneca
- BBC Bitesize
- The Everlearner
- Massolit

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:

Where possible, the school will provide a laptop to allow students to access online learning. We will send out surveys for parents/carers regularly to gain an understanding of their access to the internet and a suitable device, such as a laptop or PC.

Parents/carers can also call the school and speak the Head of Year or Year Team Leader to inform if they do not have access to a suitable device or the internet. Alternatively, parents/carers can email their child's year team.

Where a pupil does not have access to a device to complete remote learning, the school will post a weekly printed work pack home for pupils to work on. This work will reflect the curriculum being delivered online.

How will my child be taught remotely?

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

All pupils will follow their normal timetable of subjects. They will follow an online timetable that sets out the expectation of when students need to be online for 'live' lessons or should self-direct their study under the direction of their teacher.

When there is a 'live' lesson timetabled, pupils need to be online, signed into Teams and have the timetabled subject Team open. The lesson will be pre-scheduled by the teacher and once the lesson starts, the pupil will be able to join the meeting. They will be placed in a 'lobby' where the teacher will admit the pupil to the lesson at the required time.

During the live lesson, the teacher could provide direct teaching or present a pre-recording of a lesson or part of a lesson to inform and explain new information. Questions may be asked of the pupils during the lesson. These could take the form of verbal questions and answers, questions and answer written in the 'chat' function or a combination of both.

Once the teacher has completed the 'live' section of learning, an assignment or activity will be set for pupils to complete. This will allow pupils to apply the knowledge and/or skills that have been taught during the lesson or set of lessons. Assignments are set via the assignment function in Teams or activities may direct students to complete tasks/assignments using another subject specific platform such as Hegarty Maths or Seneca.

Where pupils cannot access online learning. Printed work packs will be posted home so that all work can be completed on paper. This will follow the curriculum content delivered online.

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?

Below are the details of our online learning code of conduct Students should:

- Check their timetable to know when they should be online to watch posted lessons and when their allocated time is to speak to their teacher
- Be on time for all allocated times to meet with their teacher
- Not be doing other activities (e.g. music, games, playing with their phone) during sessions
- Always use their proper name, not using nicknames when posting in their subject teams
- Only type and post messages that are related to the subject and are sensible
- Not record or take screen shots of the screen while working online
- Behave with respect towards others, at all times

Live Lesson Protocols:

- Be online and logged into Teams at the scheduled time on the timetable
- Join the class meeting when prompted
- **Cameras** must always be **turned off** throughout the lesson
- **Microphones** must be on '**mute**' unless the teacher asks for a contribution, then it can be turned on to answer questions and but must be put back onto **mute** when the contribution is complete
- The expectations of behaviour in a live lesson is the same as a lesson in school.
Appropriate language must always be used and answers to questions must be provided if requested from the teacher

Parents/Carers should:

- As far as possible, ensure that your child has an appropriate space in which to work/login to Microsoft Teams and any other online learning platforms
- Remind their child of the appropriate way to behave while working online and only post comments that are related to the subject and are sensible
- Ensure there are parental controls on any device your child is using for help with this, please follow this link: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>
- Know how to keep children safe online. The government's guidelines on this is here: <https://www.gov.uk/government/publications/coronavirus-covid-19-keepingchildren-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online>

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

A record is kept centrally of all lessons that are attended or not attended by each teacher. The school will monitor the attendance to 'live' lessons daily. If a pupil fails to attend three lessons, a phone call is made home by the student support team. This call is to ensure that the expectations around online learning are fully understood, to check to see if there is any issues with accessing online provision and to offer support to parents/carers where possible.

An email will also be sent to parents to notify them of engagement in lessons.

The student support team may also call home as part of our 'self and well' checks.

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:

Pupil's learning is assessed in many different ways. During a 'live' lesson teacher will assess students understanding via questioning, answers posted in the Team chat bar and low stakes test such as a class poll.

Assignments are assessed when they are submitted using the assignment function on Teams and feedback provided. Microsoft Forms are also used for students to submit work to be assessed.

Additional assessment packages like Hegarty Maths and Seneca will also be used to assess students.

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:

- At Gospel Oak School, we seek to provide a robust level of support for pupils with SEND. We aim to provide effective pastoral support, support with learning as well as continuing with interventions where need has been identified.
- All staff at the school have received training on how to support pupils with learning difficulties when delivering remote lessons. Staff have been provided with strategies and resources regarding how to overcome learning barriers and increase participation.
- The school's pastoral team completes daily checks on pupils' online engagement. Where difficulties are identified, contact is made with home regarding how the school can support students further. Where need is related to SEN, staff are able to consult the SENDCo and additional support can be provided.
- The School has also identified a number of pupils who will require extra support and the SEN team contact these students weekly to identify any difficulties with learning and provide extra support if required.
- For pupils that we have identified as vulnerable, a place within the school has been provided. Where parental preference exists for students to remain at home, Teaching Assistants are deployed to support in online lessons. Achievement Assistants take part in online lessons, complete activities to ensure student understanding and help address any misconceptions.
- Pupils with Education and Health Care Plans who remain at home, are provided with twice-daily phone calls from the SEN team, identifying difficulties with work and supplying differentiated work to assist pupils with their learning activities. Achievement Assistants are deployed into a high number of lessons for students with Education and Health Care Plans, assisting pupils with their understanding.
- A number of Wave 2 interventions are also provided assisting pupils with literacy and numeracy difficulties. Students are provided with access to online programmes to address underlying difficulties.
- Where need has either been previously identified or is detected by the pastoral team, access to the school's counsellor can also be provided where 1:1 sessions are provided either in school or remotely.

- The school also continues to liaise with local authority specialists where identified or emerging high need is identified.

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?

In the event of a self-isolation, all work will be set using Teams. All work will be set in a Team that will include all students in their teaching group. The time to complete the work will be equivalent to all core lesson time on their timetable.

Students need to check the Team class for English and maths as a priority.