



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?

Prior to Remote Education:

- All students have been assessed for remote learning provision and have been allocated laptops, iPads and Wifi dongles where appropriate.
- All students have been provided with appropriate equipment for their age and subject choice to use at home where they would not otherwise have it, eg Art materials, scientific calculators, pens, pencils and rulers.

In the first 24hours:

- Contact is made by a member of school staff informing the parent or carer the reason for remote education.
- Student is to prepare a working area and ensure that all equipment is charged working, and ready to start remote learning. If there are any problems then the school should be informed immediately.

Within 24hours of Remote Education Announcement:

- All teachers will be ready to provide continuity with home and school learning, following the same curriculum and planning
- All students to access their appropriate remote learning courses as designed by the school. This would ordinarily be accessed by MS Teams, however, some students do have alternative offline provisions as agreed with parents.

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, outdoor education and PE will be adapted for the students to work from home using household objects and their local environment. Science practical assessment has been changed to include videos and virtual practicals as per the guidance from the examination boards.
- There is an expectation that all students engage with the daily independent learning / life skills task and are supported by parents to do so.

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 1 Timetable available on the website	<p><u>3 hours and 5mins a day</u></p> <p>Daily</p> <ul style="list-style-type: none"> • 30mins literacy, • 30mins numeracy, • 20mins spelling and phonics • 30mins wellbeing. <p>2 Sessions (1 hour and 5 mins) Rotation of Topic, Science, physical activity, reading and creativity</p>
Key Stage 2 Timetable available on the website	<p><u>4 hours a day</u></p> <p>Daily:</p> <ul style="list-style-type: none"> • 30mins literacy • 30mins numeracy • 20mins spelling and phonics • 30mins wellbeing. <p>2 Sessions (1 hour and 5 mins) Rotation of topic, science, physical activity, reading and creativity</p> <p>55min independent afternoon challenge.</p>
Key Stage 3 and 4 Timetable available on the website	<p><u>5 hours a day</u></p> <p>Daily: 15mins Personal Development 5x45 minutes</p>

	<p>Rotation of numeracy, literacy, English, maths, science, creativity, food, art, PE, Outdoor Education, topic, and options subjects</p> <p>1 hour / 2 hours Independent learning (including life skills), with two hours on a Friday.</p>
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Accessing remote education

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

Almost all children are accessing online learning using their own devices, or devices provided by the school. Where students are unable to use the equipment, due to parental preference, then packs of work will be sent out to students.

All teaching is done through a mixture of online face to face learning, assigned tasks and activities, or pre-recorded videos and worksheets.

Where children are in school then keyworkers are supporting children to access the online learning with their teacher.

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:

- Prior to September 2020 a school wide survey was carried out regarding use of devices and access to the internet. As a result, **all** students who did not have the appropriate equipment were loaned a school or DfE laptop, iPad or wireless Wifi dongle. All students were provided with their usernames and passwords, and are reminded of them on a frequent basis. Where a student forgets their username or password, then parents are asked to contact the school who will arrange the sharing of the relevant information.
- Keyworkers make weekly contact with parents via email or telephone call to discuss pupil's behaviour, attainment, progress and engagement with the home-learning programme as identified in the home-learning policy.
- All information, including timetables and instructional videos are found on our school website under the Home-Learning page.
- Parents are to contact the school, using the appropriate email, land line or mobile telephone numbers as mentioned in the Home-learning policy.
- Pupils who need printed materials are asked to contact the school. These materials will then be posted out to the student, with a SAE envelope for return of the student work. Alternatively, parents may choose to return the work directly to school.

How will my child be taught remotely?

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

Some examples of remote teaching approaches used by Greenfields Academy include:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers). This is mainly used if a teacher would be absent.
- printed paper packs produced by teachers (e.g. workbooks, worksheets), reserved for students who are unable to engage with online learning
- textbooks and reading books pupils have at home – these were issued prior to lockdown. KS4 pupils also have relevant CGP workbooks for core subjects.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. These include YouTube, BBC bitesize and Vimeo
- long-term project work and/or internet research activities (however these are limited as per the DfE guidance)

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?

All our expectations are set-out in Section 12 of the Home-learning policy. They are:

It is expected that all students:

- Are awake, out of bed, dressed appropriately and ready to learn before the start of their school day.
- Use their laptop and internet connection to access Teams and complete school work during the lesson times stated in the timetable.
- Where students are unwell or can not access the lessons through a computer, their parents are to inform school immediately on 07570 683224.
- All usual medications are taken as though it was a school day. • All students follow the behaviour expectations of the school. This includes no swearing, no eating whilst on screen, and being respectful to staff and their peers.
- All students are to complete the work set to the best of their ability and return it to the teacher by the end of the session in the method they were told. This could be email, a forms submission or keep hold of the work until next lesson.
- Where possible work in an area where their internet usage can be monitored by an appropriate person.
- Use the ICT appropriately, as they have been shown in school.
- Students will be awarded merits as usual throughout this period.

It is expected that parents:

- Parents must contact school on 07570 683224, or at enquiries@greenfieldscit.co.uk if their child is ill, displays symptoms of Covid-19 or has taken a Covid-19 test, before 9:30am.
- Provide a way of accessing the material through the internet or have made alternative arrangements with the school prior to the school closure • Inform the school immediately if the student cannot access the material due to ICT failure so alternative arrangements can be made
- Support students with their learning as much as they can
- Encourage the student to complete the work set, and take breaks from the work at the appropriate times
- Refrain from swearing, shouting or screaming whilst learning is taking place, ensuring that they have a quiet area they can work, and ensure that siblings follow the same rules
- Reinforce safe working procedures, for example not to use the computer unsupervised, not to access inappropriate websites, and to use social media responsibly and correctly. Further information on this is available in the home-schooling section on the school website
- Parents are to contact their child's key worker if they have difficulties with the work set or are refusing to complete the work. The keyworker will then inform the teaching staff who will decide upon the next steps taken.

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

In this section, please set out briefly:

- Pupil engagement in the lessons are carried out by the teaching staff, each lesson.
- Where a pupil is not engaging then the pupil may be warned directly by the teacher.
- Continued disengagement will be reported by the usual negative tutor report and the Keyworker for that child will follow up with concerns that the child is not engaging with the learning. SLT are informed through the keyworker log.
- Should this continue then SLT will make contact with the parent or careers and discuss relevant actions that may need to be taken. This could include having the child accessing remote learning under supervision of staff within the school setting.

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:

- Pupils may be asked to submit their work in a variety of ways. It could be through lesson chat, email, recording or hard copy.
- Staff will feedback on pupil's work using a variety of methods in way that works well for that child. This may not necessarily be written feedback, but could be recorded verbal feedback, none-recorded verbal feedback, peer marking and self-assessment.
- Most feedback will be verbal due to the nature of live teaching; however, the use of automatic self-marking forms is encouraged as this also provides evidence of engagement too.
- Feedback will follow the whole school policy on feedback, with at least one piece of work formally marked in detail per two / three weeks.

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:

An a SEMH school all our children have a recognized SEND need. We, therefore, have worked closely with all our parents and spent much time coaching and training both parents and students in the use of remote education equipment.

For pupils unable to, or unwilling to access remote education then the school will continue to liaise with these parents directly, sending out work packs and offering support through telephone calls, and where appropriate, Covid-19 secure meetings.

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?

If a child is self-isolating and their bubble continues to remain at school:

In this situation the school will liaise with the family and provide remote learning through the use of work packs produced by the teachers of that pupil, covering the content that they would be studying at school. The expectation is that these work packs are returned before the next one is issued. Regular (minimum of once weekly) contact with SLT, keyworker or class teacher is maintained.

If a child is self-isolating and their bubble / year group is also isolating:

Then the remote learning procedure is followed for the year group.