

# **Chesterton Community College**

## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to students 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 students are working from home because they are self-isolating or shielding, please see the final section of this document.

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

A student'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 students being sent home?**

Students will be expected to log on to the remote learning platform (MS Teams) on their iPad and complete the tasks set for their classes. They should follow their school timetable – this means that they will complete 3 lessons every day.

### **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, our remote provision for PE does not assume that students have access to specialist equipment.

### **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 students broadly the following number of hours each day:

KS3 students	300 minutes (5 hours) classwork, divided into 3 lessons.
KS4 students	300 minutes (5 hours), divided into 3 lessons.

	In addition, we strongly recommend that KS4 students complete associated 'homework' tasks (1-2 x 45 mins).
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## **Accessing remote education**

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

Students will be expected to log on to the remote learning platform, MS Teams, on their iPad and complete the tasks set for their classes. They should follow their school timetable – this means that they will complete 3 lessons every day.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

All students have access to their own iPad and they should use this device to access remote learning.

We recognise that some students may not have suitable online access at home. If your child does not have access to WiFi, please contact their Head of House to discuss how we can support you in providing online access from home.

### **How will my child be taught remotely?**

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

- live teaching (online lessons, often referred to as 'synchronous learning')
- recorded teaching (eg. video/audio recordings made by teachers; pre-recorded videos made by teachers from other institutions such as Oak National Academy videos)
- printed paper packs produced by teachers (eg. workbooks, worksheets)
- textbooks and reading books that students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## **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 expect students to complete all three of their timetabled lessons every day. When setting work, teachers will include instructions about what work should be submitted and how it should be submitted (eg. photograph uploaded to a MS Teams assignment).

We expect parents to support their children by setting routines at home to support remote education. This includes following the standard school timetable and lesson times.

We expect parents to check their Parentmail communications on a regular basis and share relevant information (eg. log in details) with their children.

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

Staff will record information about students' engagement on a weekly basis. This information will be analysed by our data team and shared with Heads of House and the Senior Leadership Team.

Heads of House will contact home where students are not engaging sufficiently with their remote learning. This contact might be email or telephone call.

## **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 student work is as follows:

Teachers will provide verbal feedback to whole classes and individual students during live lessons.

Some subjects will use self-marking quizzes, for example via MS Forms, Kahoot, Quizizz, Quizlet or Blooket

In this section, please set out briefly:

- the methods you will use to assess and feed back on pupils' work
- how often pupils will receive feedback on their work

Students in KS3 will receive feedback on one piece of work per week on English, Maths, Science and Languages. Other KS3 subjects will respond to work in line with their curriculum allocation (eg. Fortnightly in History and Geography). This feedback will usually be via the assignment function on MS Teams.

At KS4, subjects other than Religious Studies and core PE will respond to one piece of work per student per week. Students will be able to view their work and feedback via the assignments on MS Teams. They will receive notifications in their activity feed when teachers have commented on their work.

## **Additional support for students 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 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:

- Work will be set by class teachers. It will take into account the needs of individual students and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a sound level of clarity about what is intended to be taught and practised in each subject.
- Visually impaired students have access to the immersive reader function on MS Teams. Teachers of hearing impaired students will use the live caption tool in MS Teams when teaching live lessons.
- Heads of Faculties will work with their SLT link and staff to quality assure the remote provision.
- Teachers will check work regularly to gauge how well students are progressing through the curriculum. If there is a concern, subject teachers will contact the SENCo.
- Where possible, interventions will continue to take place.
- Assess, Plan, Do Review (APDR) and SEND support will continue to be in place for students on the SEND register and reviews and external support will be conducted via email, telephone and video calls.
- EHCP annual reviews or meetings will be held via Microsoft Teams or by telephone call with professionals and parents.
- Students who have an EHCP and remain at home will be contacted by the SENCo as and when needed and support/provision agreed.
- We will provide printed resources, such as workbooks and worksheets, for students who do not have suitable online access.
- Parents and carers of SEND students may continue to require our support at this time so the SENCo and Assistant SENCo will make contact and/or respond through emails, telephone conversations and online meetings. External agencies will become involved if necessary following the usual graduated response process.

## **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 for whole groups. This is due to the challenges of teaching students 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?**

Students will be expected to log on to the remote learning platform, MS Teams, on their iPad and complete the tasks set for their classes. They should follow their normal school timetable – this means that they will complete 3 lessons every day. When setting tasks, teachers will give clear instructions about what work should be submitted and the mechanism to be used to submit.

## **Remote education for shielding students**

During periods of national school closures when most students are working from home, shielding students will be educated in the same way as their non-shielding peers, as described above. When most students are being educated in school, the following additional provision will be made for students being educated remotely:

- Students will be allocated to a remote tutor group for shielding students. Their remote form tutor should be the first point of contact with the school for both the shielding students and their parents.
- Where possible, remote form tutors will lead an online tutor time every morning, starting at 0850 hours. This 20-minute session allows shielding students to follow the standard tutor time programme, including elements of PSHE, and to engage in discussion with their peers.
- Remote form tutors will contact shielding students at least once per week for individual mentoring.