



## **Remote Education Provision: Information for Parents**

### **Introduction**

This information is intended to provide clarity and transparency to Plasht students and parents/carers about the background of and what to expect from remote education if:

- National or Local restrictions require all students to remain at home
- Entire cohorts (or bubbles) are required to remain at home.
- Students considered close contacts of a confirmed case of COVID-19 -19 are required to remain at home.
- Individual students are required to self-isolate as a result of community contact.

### **Why are schools expected to provide remote learning for my daughter?**

The Department for Education (DfE) has published a "temporary continuity direction" under the coronavirus act 2020, which states all state-funded school age children must be provided 'immediate access to remote education' should they miss school due to coronavirus. The direction came into force on October 22 and "will have effect until the end of the current school year, unless it is revoked by a further direction".

DfE expectations for remote learning require schools to have the capacity to offer remote education if a class, group or a small number of pupils need to self-isolate, or national or local restrictions require students to remain at home. All students not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) are required to have access to remote education by the next school day.

### **What is taught to students at home?**

The remote curriculum remains broad and ambitious; all students continue to be taught a wide range of subjects, maintaining their choices for further study and employment. We have planned our remote curriculum to ensure students educated at home for a duration of time are given the support they need to master the curriculum and make good progress.

Where appropriate, there is continuity of planned face to face teaching and learning. This means we endeavour to follow scheduled curriculum plans as closely as possible albeit remotely. However, we acknowledge that some subject content and skills can only be or are better taught face to face so we may make some adjustments to the curriculum to ensure it is best suited to remote learning.

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

We have designed remote learning to closely imitate the normal school day. It is our expectation that students follow their scheduled school timetable. This means students will complete five hours of study per day. Details of the school day or 'remote learning day' are as detailed in the table below.

9.00	<b>Registration and tutor time</b>
9.15	Lesson 1
10.15	<b>Break</b>
10.30	Lesson 2
11.30	Lesson 3
12.30	<b>Lunch</b>
13.00	Lesson 4
14.00	Lesson 5
15.00	<b>End of the School Day</b>

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

Information regarding the work set is communicated to students via google classroom. Your daughter will have a log-in for this platform.

Google Classroom enables teachers to communicate with their students through the creation of an online classroom area. In each classroom area, the teacher will upload all the materials that their students need to complete their remote learning successfully. Some teachers will use google classroom to create a link to G Meet. This is a piece of conferencing software that will enable your daughter to meet in real time with her teacher and class group. This is often referred to as 'live' learning.

Parents have been invited to sign up for Google Classroom email summaries of the activity in their daughters google classroom. In email summaries, you can review:

- Missing work—Work not turned in when the summary was sent.
- Upcoming work—Work that's due today and tomorrow (for daily emails) or that's due in the upcoming week (for weekly emails).
- Class activities—Announcements, assignments, and questions recently posted by teachers.

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

Teachers will use a range of materials that could include but are not restricted to,

- Real time 'live' synchronous teaching via G Meet often using pre designed Google slide presentations
- Recorded teacher audio presentations
- Guided independent practice using Google sheets, slides or forms
- Group activities using Google sheets, slides or forms
- Oak National Academy lessons
- Online textbooks
- Video links
- Commercially available websites supporting the teaching of specific subjects or subject knowledge.

In some cases, the teacher may provide an instruction to access an alternative platform such as Math's Watch. Again, your daughter will always have already been provided with log-ons for alternative platforms.

Where necessary to support learning, the teacher may provide printed paper resources created specifically by the teacher to meet the needs of individual students. This may include work booklets and/or worksheets. Where we feel this approach is required your daughter's teacher will communicate this to you.

Alternatively, the teacher may choose to use 'Live Learning'. This involves the live streaming all or part of a lesson through the 'Meet' function built into the classroom. Google Meet is a conferencing function that was designed specifically for large-scale video conferences that can be joined with a link or a code. Where a teacher chooses to use this option, it is important that certain expectations are met. These guidelines are outlined below.

### **Expectations for participation in live lessons:**

- Make sure you are in quiet space, without disruption
- Ensure you are fully prepared for your learning with all relevant uploaded resources and the equipment you may need
- Turn off your mobile phone
- Ensure your sound is working and and you can hear the teacher (use earphones if necessary)
- Place yourself on mute (so we can't hear you) and turn off your camera (so we can't see you)
- You may make a positive contribution using the chat function during the lesson. Your teacher will check in on the chat whenever possible
- If you have big questions, use google classroom to communicate these to your teacher after the lesson, they will get back to you
- Ensure the effort you put into your learning is equal to or greater than when physically at school.

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

To ensure all Plashet girls can access remote learning from home the school has provided every student with a chromebook. Plashet has also worked with families who do not have internet connectivity to ensure this is in place.

**What are the schools expectations for my daughter's engagement and the support that we as parents and carers should provide at home?**

Your daughters teachers will set work on google classroom that is released on a daily basis according to your daughters timetable. Form tutors will run a remote tutor time session at 9.00am each day. Students must attend this tutor session to register. This will also be an opportunity for students to raise any issues that they might have. Tutors will log concerns and either advise as appropriate or pass information on as required.

Your daughters teachers will set work on google classroom that is released on a daily basis according to your daughters timetable. Teachers will expect your daughter to complete the work set to the best of her ability and then if required to submit this to them using the google classroom hand in function.

We recognise that every families situation will be unique so we ask that as far as possible you support your daughter to do the following:

- Ensure that your daughter is available to learn remotely according to their normal timetable and that school work is completed, to the best of your daughters ability.
- Allocate an appropriate work space, somewhere quiet but with remote parental supervision is best if this is possible
- Support your daughter to have all the equipment she needs. Other than her electronic device and wifi connection she will only need equipment similar to that she would take to school on a daily basis.
- Talk to your daughter at the start and end of each day about her learning. What learning has she completed, what lessons does she have the following day?
- Implement a similar schedule to when your daughter is at school. Ensure that your daughter is awake, dressed and has eaten breakfast in good time.
- Make sure that your daughter has switched her device on and is ready to learn before school begins at 8.50 am.
- Ensure your daughter is present at her virtual registration time with her form tutor at 9.00am. Your daughter will then follow the normal school timetable. Be aware, she should be engaged with her learning from 9.00 until 15.00 with a 15-minute morning break and a 30-minute lunch break.
- Make sure your daughter checks her school email on a daily basis. Her teachers will use this facility to directly communicate with your daughter.
- We strongly advise you monitor your daughter's mobile phone use and her interaction with social media. While we accept that communication between students regarding learning can be helpful, mobile phones and social media can also be a distraction. If possible you should monitor the use of these facilities to ensure they are proactive and not distracting from your daughter's school work.

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

Engagement with remote learning is monitored both by subject teams and pastoral staff. During live lessons, teachers will take an attendance register. Where a teacher has uploaded work for independent practice, students will be expected to submit their work for checking by their teachers using the 'hand-in' function on google classroom. This will allow the teacher to access the work the student has completed and provide feedback if required. Some PE lessons are taught as recorded practical lessons. In the case of this subject, students should attempt to undertake the exercise video if safe. They should also complete their physical activity journal which is checked by your daughter's PE teacher.

Student engagement with remote education is always monitored on a daily basis by your daughter's subject teachers. Where a teacher has concerns regarding a student's engagement initially, they will communicate with the students offering any additional support they may need. Where the student is not responsive, the teacher, subject leader or pastoral team will communicate either by telephone or email with the student's parent(s) as required.

If there are ongoing concerns in an individual subject, an audit across all subject areas may be triggered. In this case a referral is made to the subject leader and the year-coordinator for investigation with additional support offered to the family as necessary.

All communication will take place either via email or telephone.

## **How will you assess my daughter's work and progress?**

Teaching and learning is designed to support your daughter to recall and build upon prior learning, introduce new subject knowledge and then support her to apply new subject knowledge to subject skills through repeated practice. Feedback therefore can take many forms and may not always mean extensive written comments for individual students every lesson. While the use of written comments is a valid method other forms of feedback may be more appropriate and will have equal impact at different stages of the learning sequence. 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 could involve the following:

- Regular check-ins and opportunities for teachers and students to ask questions using facilities available through G-suite
- Individual written feedback
- Individual verbal feedback using audio recording
- Low stakes testing and quizzing
- Whole class or group feedback either written, live or via audio recording
- Modelling best or exemplar work
- During live teaching, verbally checking for understanding with responses via the chat function.

We would expect your daughter to receive feedback from her teachers appropriate to the sequence of learning your daughter is engaged in. In the core subjects this will likely be more frequent than in the foundation subjects. If you have any concerns regarding this you should refer them directly to the school.

### **What should my daughter do if she is struggling to complete the work set?**

If your daughter is unable to complete the work set due to personal or technical issues she should communicate this to her form tutor or her year coordinator. If she needs additional help or support to complete the work then she must communicate with her subject teacher(s) who are best placed to scaffold the work for her. She can do this using her school email or via google classroom. Alternatively she could also raise her concerns with her form tutor at remote registration at the start of the day or with her Year coordinator via email.

### **How will you work with me to help my daughter who needs additional support from adults at home to access remote education?**

We recognise that some students, for example some students with complex 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 will ensure the SENDCo works with parents and carers to offer a bespoke package appropriate to students needs.

Teaching staff will liaise with the SENDCo and other relevant members of staff to ensure all students remain fully supported for the duration of the remote learning period. The SENDCo and the SEND team will arrange additional support for girls with Special Education Needs and Disabilities (SEND) which may be unique to the individual's needs, for example via weekly phone calls.

For those children with an EHCP, or students with SEND who follow the Personalised SEND Curriculum; work will be provided via Google classroom or by providing a paper copy of learning. SENDCo will liaise with families, this may include directing SEND staff (teachers and Learning Support Assistants) to maintain contact and have an open dialogue with students/parents/carers through Google Classroom or via telephone/video calls.

We will try to replicate school support as much as possible:

- 1:1 support with SEND Team in specific subjects, this could be arranged with parents/carers through video call or a telephone call on speakerphone, while the students are completing their work; providing extra scaffolding, modelling activities, giving verbal feedback and maintaining student motivation.
- Revisiting or Pre-teaching key vocabulary, going through content that will support learning.
- Some useful resources will be sent home, including sensory resources, visual timetable, reading books and resources that will enable independent work.
- Routines, allowing flexibility will be discussed with students/parents/carers to maintain student focus and motivation.
- Have an open dialogue with parents regarding which resources are helpful

- Outside professionals will continue to liaise with students/parents/carers through video of telephone calls, providing support and advice (this will be arranged by the SENDCo)
- Continue to support student's online literacy and numeracy using alternative online platforms including Rapid Reader, My Maths and Maths Watch Videos
- Recommend online high-quality resources for specific subjects and speech and language therapy.

### **Remote education for individual or small groups of self-isolating students**

Where individual students need to self-isolate but the majority of their peer group remains in school, remote education will be provided but may differ slightly from the approach for whole groups or during local or national lockdowns.

Your daughter will still be expected to follow her usual school timetable however, when setting work your daughters subject teachers will use the medium most appropriate to the learning scheduled for the class lesson. This could include either independent work set via google classroom or live teaching streamed directly from the classroom. In the case of live streaming the expectations outlined above would apply.

Pastoral check-ins will take place via email for the duration of your daughter's isolation. She should therefore check her email on a daily basis and respond to her form tutor.