Remote Education Guidance

Remote education provision: information for parents/carers

In accordance with statutory guidelines, the Department for Education (DfE) ask that schools provide information on remote education provision. It is aligned to the expectations for remote education, to which schools must have regard under the temporary continuity direction given by the Secretary of State for Education. This information is intended to provide clarity and transparency to pupils, parents and carers about what to expect from remote education if Covid-19 local restrictions require them to remain at home and/or if they need to self-isolate

The remote curriculum: what is taught to pupils at home

The remote curriculum continues to offer the full curriculum, with the exception of some practical provision, and is broad and balanced. Pupils will continue to follow their full time-table and teachers will deliver these lessons through Microsoft TEAMS or through postal resources where applicable.

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

Pupils will be supported in their access to Microsoft TEAMS prior to remote learning. We will ensure that pupils can access the site, have the student handbook for TEAMS and any other resources they may require (books, textbooks, workbooks). They will be instructed to follow their full timetable.

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 with the exception of some practical provision.

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 and 4	5 Hours 20 minutes
Key Stage 5	5 hours 20 minutes

Accessing remote education

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

Microsoft TEAMS is utilised for the delivery of education. This is a secure site that allows us to schedule our full timetable provision. Within TEAMs, there are live lessons delivered as "Meetings". Furthermore, students can access Files, which include a range of documents relevant to each subject, and communicate directly with their class teachers and form tutor.

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:

- TEAM's access and attendance to form time each morning is closely monitored. Each year groups' Progress Leader has used this data to prioritise those with no access to TEAMS. The full DFE allocation of 155 laptops have been distributed according to need. For more information regarding this programme, parents should contact either their child's form tutor or their Progress leader.
- The Academy has a limited number of internet connected hardware devices. Allocation of these connectors have been based on priorities identified by parents, with hard copy work sent out if a loan device is not available. To enquire about the loan of an internet connected device please contact your child's Form Tutor or Progress Leader.
- Pupils who do not have online access can access printed materials. These resources replicate the provision on Microsoft TEAMS and allow for pupils, who do not have access to TEAMS, to continue to follow their timetabled lessons. This is co-ordinated through the year group Progress Leader.
- Where a student is unable to access remote learning in either form (no device to access teams, no internet access in the home and no suitable working space at home) then parents can request a place be allocated in the all day on-site provision as part of the "key worker/vulnerable student" support programme. If parents believe this applies to their child/children, they should contact the year group's Progress Leader to discuss how the Academy can provide further support.
- Pupils can submit work to their teachers by contacting their Form Tutor/Progress Leader who will arrange for work to be collected. These will then be given to their subject teacher for marking and assessment.
- Books, assignments, assessments and any other learning materials need to be returned to school after any period of absence and handed into classroom teacher.

How will my child be taught remotely?

Blended learning is our approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It involves both the physical and/or virtual presence of both teacher and student. The blended learning model at GSA seeks to replicate the full curriculum offer using a number of models:

- **Face to face** in school, classroom provision for vulnerable children and the children of key workers.
- **Video lessons** are used to support live teaching. When school is in partial closure (a year group) video lessons will ensure we can provide the full, planned curriculum content.
- **Postal resources** replicate the provision on Microsoft TEAMS and allow for pupils, who do not have access to TEAMS, to continue to follow their timetabled lessons.
- **Live lessons** support and run alongside video lessons in order to clarify, consolidate and support learning. When school is in full closure (all year groups) all timetabled lessons will be live with a specialist teacher present. These allow for interaction, consolidation and feedback in "real" time. When the Academy is in partial closure (one year group) pupils will receive a minimum of four live lessons per day.

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 ALL students to engage fully with their education. They should follow their timetabled lessons through TEAMS or through postal resources.

As parents/carers you can support your child in the following ways:

- Maintain routines. Ensure they are ready to begin their studies at 8.30 and they join their pastoral session and subject lessons at the appropriate times.
- Encourage your son/daughter to discuss their learning with you. Putting learning into their own words will help the learning stick.
- Sit with your son/daughter and look through their school books/remote lessons. Help them to highlight key information; this will be useful for relearning and revision.
- Help your son/daughter to write questions that they have about the topic and talk about how they might begin to discover the answers. Use question starters such as 'Who?' 'What?' 'Where?' 'When?' 'Why?'
- When teachers give feedback (in books or remotely) encourage your son/daughter to respond and to correct their work.
- Encourage your son/daughter to declutter their study space so they can work comfortably and concentrate. Your son/daughter might find it helpful to remove all digital distractions from your study area.
- Praise your son/daughter's effort, dedication and hard work. Focusing on these qualities creates a love of learning and a resilience that is essential for great progress.
- Talk to your child about how they are feeling. If you need support contact your child's Progress Leader who will be able to offer further support from school.

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

Teachers keep records of who attends lessons through Microsoft TEAMS participation. They centrally log on Class Charts for completion/non-completion of remote learning using positive or negative. A central record of attendance/engagement is updated weekly and this records the number of attendees to pastoral sessions each morning. These systems allow Progress Leaders to track patterns of engagement/non-engagement and ensures Progress Leaders can quickly intervene. Where there is evidence of continued non-engagement, Progress Leaders will contact parents/carers to offer further support.

Those receiving postal resources can contact their Progress Leader who will arrange for completed work to be collected and distributed to relevant teachers.

ALL books are checked on students' return for completion of work/engagement. Support/rewards/sanctions put in place accordingly.

How will you assess my child's work and progress?

Teachers use a variety of different approaches to assess pupil work and feedback. These include:

- Quizzes
- Questioning
- Assignments
- Poll function on TEAMS
- Knowledge tests
- Peer/self assessment

Each Department has their own assessment calendar and pupils are assessed in-line with these. They are also assessed following the Academy Assessment, Recording and Reporting Policy.

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 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:

All pupils with an EHCP are encouraged to attend school during partial and full closure in order for them to be supported in accessing the curriculum. Learning Support Assistants are in school in order to accommodate this.

Resources, both on TEAMS and postal, are differentiated to support all students with SEND.

Remote education for self-isolating pupils

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 pupil is self-isolating and has access to TEAMS their subject teacher will invite them to their timetabled lesson and they will follow the content remotely. All live lessons are recorded should a pupil be unwell and able to view at a later date. Where a pupil cannot access TEAMS, work will be posted, replicating the in school provision, for completion. Assessment and feedback will be as previously documented, for both remote and postal provision.