

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.

The remote curriculum: what is taught to pupils at home?

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

Where a class, year half or year group are sent home to isolate they will follow the Remote Learning guidance on the school website for the first day before reverting to “live” teaching thereafter. Where an individual student is sent home, but their remaining class are being taught in school, they will follow the Remote Learning guidance on the school website.

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 subjects where specialist equipment is required for practical lessons.

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:

Secondary school-aged pupils not working towards formal qualifications this year	Up to 5 hours
Secondary school-aged pupils working towards formal qualifications this year	Up to 5 hours



Accessing remote education

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

Learning and resources are signposted and communicated through Satchel One (formerly Show My Homework)

If login details are required, please contact studentitsupport@stopasleyhighschool.co.uk

Stopsley High School has been making use of the google platform with students since the previous lockdown and with staff for the last few years. We have continued to take advantage of this suite, as well as existing staff and student knowledge. Our primary delivery platform for workflow is through Google Classrooms, alongside some of our existing communication platforms such as Satchel One.

We have looked to keep our lesson content as simple as possible, both to generate and view. Therefore, software such as Google Slides, PowerPoints and Promethean Activ Studio has been extensively used; this has reduced unnecessary teacher workload and is accessible by all students through their RM Unify school accounts.

Rapid innovation in remote learning is allowing teachers to do more in this environment. Stopsley High School is constantly exploring the best ways to teach our students and prepare lesson content.

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

The school is proactively contacting the parents of all children who are identified as FSM to identify whether they are in need of a laptop and ensure they are given access if they meet the criteria. The school has a ranking system for distribution, but we do consider each individual case depending on circumstances too.

The school has limited access to devices that can be loaned on a temporary basis so these will be allocated by determining priority students. If additional data is required so that your child can access the internet, please contact the school so that we can support you in increasing your data allowance and accessing routers where possible.

Satchel One and Google Classroom can also be accessed through tablets and phones.

Teaching staff are aware of students who may not be able to submit their work online and have put other arrangements into place. Please always instruct your child to let their teachers know privately if you ICT arrangements at home change or are proving to be difficult. We are keen to work with families, so that no child is disadvantaged.

How will my child be taught remotely?

During an extended period of school closure, Stopsley high School anticipates it will be able to seamlessly transfer to a remote digital education.

We are striving to replicate our teaching online, with the same high expectations on both our teachers and students. A great deal has been learnt since the first lockdown about how teaching and learning is delivered online. Our teaching staff understand the importance of variety, when planning their lessons so that students are not simply sitting in front of their devices for five to six hours a day. Some lessons will therefore be live recorded lessons; some will only have a limited teacher input, followed by independent work; some may be group work tasks; others may require students to watch content from external sites such as Oak Academy, GCSE Pod, Seneca or BBC iPlayer. We are very aware that it is harder for students to concentrate when being taught remotely, so in every lesson taught live we are dividing content into smaller chunks, modelling more and doing more retrieval practice to consolidate learning. The

Department of Education is very clear that live lessons are not always the best lessons, they do have some advantages, but they should be part of a full range of approaches and this is the direction being taken at Stopsley High School.

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 students are expected to follow their normal school timetable from day 2 of the isolation period, including form time (8.40am to 3.10pm).

Parents and carers can support their child's learning in the following ways:

- Organising their child in a quiet room or area to reduce background noise and allow them to concentrate.
- Parents and carers should check their child's timetable and ensure that their child is attending and participating in their lessons throughout the school day.
- Parents should consider the background where their child is sitting and ideally ensure that it is plain and blank. It should not include any personal information (ie. family photos).
- Parents should ensure that their child is wearing appropriate clothing for these sessions.
- Parents should not record, share or comment on public forums about individual teachers.
- Parents should not attempt to communicate with staff or other students during "live" lessons.
- Parents should be aware that all sessions will be recorded by the school for safeguarding purposes.
- Parents should engage with the parent survey to share their views on how well the school is providing their child's education remotely and share how it could be improved.

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

Attendance in lessons is obviously critical and during this period all the usual school expectations around high attendance exist. All Stopsley High School staff continue to record attendance in lessons every day using the SIMs and this data is analysed by the school Attendance Team who report to the Pastoral Team and members of the Senior Leadership Team. This data is monitored daily so that any absences can be addressed immediately. In individual lessons, teachers follow up on absences with an initial supportive email, then a phone call home and a referral to the Pastoral Team if a pattern is emerging.

As discussed below, teachers are proactively asking more questions in the online learning environment and asking students to complete numerous short tasks in lessons, so they can check that the students are engaging with the lesson content.

As a school we are completely committed to removing any barriers to students not accessing online learning and we are actively seeking to always understand issues when they arise, to ensure there are no barriers to them learning from home that we have not already identified.

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:

At the heart of our digital remote learning strategy is the belief that learning is not fundamentally different when completed outside of the classroom. **Feedback and assessment** are more of a challenge online, particularly delivering immediate feedback to students. Teachers at Stopsley High School have found many clever ways to do this; immediate feedback is being given through class chat in Google Classrooms, Google Forms, Polls, Jamboards, low stake quizzes and live one to one questions. More detailed formative feedback is being facilitated by some of the same types of software and Satchel One. Summative assessment is also being delivered in traditional ways such as teachers marking assignments, but also through other online platforms such as Seneca and Hegarty Maths.

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:

- Through Teaching Assistants and individual 1:1 check ins. When assisting with remote learning, teaching assistants will be available during usual working hours.
- The Inclusion Team will have systems for checking, at least weekly, whether students are engaging with their work, and work with parents where engagement is a concern.
- Teaching Assistants will also work with the class teacher to personalise and differentiate resources further for their key students so that the work is accessible.
- Teaching Assistants will also support the student by attending the "live" lesson to facilitate additional support with tasks for key students.
- Where the school is offering small group interventions outside of the classroom, these will also be delivered via Google Meetings where possible.

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?

In this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

In this situation, it would not be possible for the teacher to 'live teach' your child as they will be with the other students in the classroom. In this instance your child will need to access the School Website and look at the remote learning instructions for their subjects. This can be accessed by clicking on the tab titled "Information" along the top tabs, followed by "Coronavirus Update" and then the "Remote Learning" panel on the left. Finally, they will select their Year group and look up the lessons they would be completing according to their timetable.

Teachers will routinely contact the students to ensure that they understand how to complete the work and remind them that they can be contacted by the student if they are unclear about any aspect of their work via email/ Google Classroom/Satchel One.

This type of absence is the most challenging for the school to overcome as the teachers cannot be in two places at the same time. We hope that parents do understand this, and we will endeavour to do all we can during this 10-day period of enforced isolation. When the child has returned to school, their class teachers will ensure any work missed is caught up.

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