# Saffron Walden County High School

# 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

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?**

Microsoft Teams has been used this year as a homework setting platform.  This means, all students and teachers have established class teams and are used to this interface.  Your child should expect the following from the first day of remote education onwards:

- All students will receive 5 hours of learning per day

- The teachers will set an assignment for each lesson which will be released to students at the time the lesson would have taken place (see below for information about how your child will be taught remotely)

**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?**

In most instances, all students will study the same curriculum remotely as they would have done in school.  Some subjects may need to adapt their curriculum, for instance if they are a practical subject and in this case more theoretical topics and approaches may be used to deliver the curriculum.  One example of this is Drama where students may watch and analyse extracts of a performance or write their own monologue.

## Remote teaching and study time each day

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

All students in Years 7-13 will follow their in-school timetable and will be set the same number of hours as taught, one-hour periods a week:

- KS3 and KS4 – 5 hours a day (25 hours a week)

- Sixth form in line with their usual curriculum delivery hour

- If essential for delivering the curriculum, students in KS4 and KS5 may also be set some additional independent study activities in addition to the time allocation above.

## Accessing remote education

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

Your child has a full digital subscription to Microsoft Office 365 and we will use this package to set work and teach your child.  The main application that students will interact with is Microsoft Teams.  Each class that your child has is set up as a team.  Live lessons will be delivered within that team and assignments will be set within that team.  Your child can also communicate with their teacher through the class team or through the chat function.  In addition, your child will be a member of a form group and year group team and will receive pastoral updates, assemblies and tutorials.  Your child can access Office 365 online if using a desktop or laptop, however, if using a phone or a tablet they will need to download and install Microsoft Teams and One Note.  All of the Microsoft applications can be downloaded on all devices and installed for free.  Your child uses their school system log-in to access Office 365.

**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. All the students we have identified as having either connection or device issues have been supported based on their individual need.  This has included either lending laptops or ipads, providing data assistance or liaising with parents/carers to see if students would benefit from taking advantage of the in-school provision.

If you feel that your child faces barriers to accessing our on-line education then please contact your child's Year Achievement Coordinator in the first instance.

## How will my child be taught remotely?

Over the **course of all lessons during the week**, students will receive a mixture of independent tasks and live inputs from the teacher

- Live inputs could range from a starter, where the teacher sets up the learning for the lesson and models the activity, to fully streamed lessons

- Other inputs could include: narrated powerpoints, third party videos (e.g Oak National Academy, Hegarty Maths etc), question sheets, reading material, voice recordings, interactive forms

- Live inputs will be recorded so students experiencing difficulties with technology or connectivity are able to access these recordings later in the day.

- Teachers will be on-hand during the time of the lesson to answer any questions students might have

- Students should expect two possible inputs:

  o In their calendar on Teams, they will see the live input scheduled for the week ahead as meetings. This will allow them to follow their normal timings of the school day. They can also access these meetings in the class Team. A join button will appear in the post area just before the lesson is scheduled to start.

  o In the assignments area of Teams, they will see the assignments appear as per the school schedule. Students should aim to hand in work by the end of the scheduled hour where possible to support the management of their time.

## 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?**

- As far as possible, all students should try to be available on-line to participate in the lesson during the lesson slot (we understand that this may be more challenging for students if there are limited devices in the household or additional demands on broadband.  In this case, we would ask students to ensure they have listened to recordings of the live lessons and aim to have completed work within 24 hours).  Please do get in contact with your Year Achievement Co-ordinator if there are barriers to accessing on-line learning for your child.

- Students should Be ready for each lesson and appropriately dressed

- Students must complete work set in their exercise books (unless otherwise requested by the teacher)

- In order to help students manage their time and chunk their learning, students must aim to upload all work completed during the lesson slot by the end of the lesson (this can be a photo of what they have produced uploaded to Teams).  At the latest, all work should aim to be uploaded within 24 hours of the lesson.

- Students should message their class teacher in Teams if they have any queries or issues.  Teachers will be on hand to answer questions during the lesson and will get back to students within 24 hours outside of the lesson time.

- For live inputs, we would ask students to:

-Ensure their camera is turned on so the teacher can see their faces (this is important in helping the teacher get the most out of the live input session and help them to monitor engagement and focus)

-Ensure they are muted

-Follow all instructions given by the teacher

-Uphold the highest standards of behaviour as expected of students in school.  If a student misbehaves then the school will sanction the student in accordance with the whole school behaviour policy.  We have a duty to protect our staff and live-streamed lessons and content is the school's intellectual property and anyone sharing it or copying images from it without permission will be sanctioned.

**How can I support my child at home?**

We recognise how challenging it can be for parents to juggle remote learning alongside the other demands of life.  We hope our approaches to remote teaching provide as much support as possible to the students to minimise the need for parental supervision.  However, if you wish to monitor your child's engagement in on-line work, you can ask them to show any outstanding assignments they have at the end of each day by clicking

on the 'backpack' icon  which takes you to the assignment page where outstanding assignments are listed in chronological order.  To view any past assignments, you can view them under the 'returned' tab.

**Who should I contact if I need help?**

- Your child should message their class teacher if they need support with a particular subject

- If you have any concerns about your child's ability to access remote learning across all subjects, please contact your child's Year Achievement Coordinator

- If you have any concerns or questions about a particular subject then please contact your child's class teacher

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

Subject teachers regularly monitor student engagement and quality of work.  If a teacher is concerned about a student's engagement, they will contact the child in the first instance to see if they can resolve any issues or give any additional support.  If a teacher continues to be concerned about a student's lack of engagement then they will contact the parent/carer directly by email/telephone.

If a pattern of non-engagement is identified across a range of subjects, then the Year Achievement Coordinator will make contact with parents to look at more holistic approaches.

**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 students. For example: whole-class feedback, modelling, questioning, verbal feedback, quizzes marked automatically via digital platforms etc.  Teachers also regularly check that work has been completed and will answer student questions and queries about work, giving feedback and support as needed.

In addition to these strategies, subject teachers will ensure all students receive more detailed feedback in line with the frequency outlined in the table below:

**Key Stage 3:**

| Subject | Frequency of more detailed feedback.  At **least:** | | |
|---|---|---|---|
| English | Term 1 | Term 2 | Term 3 |
| | 5 | 4 | 5 |
| Maths | Term 1 | Term 2 | Term 3 |
| | 5 | 4 | 5 |
| Science | Term 1 | Term 2 | Term 3 |
| | 5 | 4 | 5 |
| Languages | Term 1 | Term 2 | Term 3 |
| | 3 | 2 | 3 |
| Technology, Geography, History, Computing, Art, Business, Health and Social Care | Term 1 | Term 2 | Term 3 |
| | 3 | 2 | 3 |
| RE | Term 1 | Term 2 | Term 3 |
| | 2 | 2 | 2 |
| Music, Drama, PE (reflecting the practical nature of these subjects and the extent of verbal feedback) | Once per term | | |

**Key Stage  4**:

| Subject | Frequency of more detailed feedback.  At **least:** | | |
|---|---|---|---|
| English | Term 1 | Term 2 | Term 3 |
| | 5 | 4 | 5 |
| Maths | Term1 | Term 2 | Term 3 |

| | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| | 5 | 4 | 5 |
| Science (divided up between the team teaching each class) | Term 1 | Term 2 | Term 3 |
| | 6 | 6 | 6 |
| Technology, Geography, History, Computing, Art, Business, Health and Social Care | Term 1 | Term 2 | Term 3 |
| | 4 | 3 | 4 |
| German, French, Spanish, Latin | Term 1 | Term 2 | Term 3 |
| | 3 | 2 | 3 |
| RE | Term 1 | Term 2 | Term 3 |
| | 3 | 2 | 3 |
| GCSE PE and Dance | 3 | 3 | 3 |
| Music, Drama (reflecting the practical nature of these subjects and the extent of verbal feedback) | As appropriate to the unit of work.  Practical units may not provide opportunities for written feedback. | | |

**Key Stage 5:**  Assessment will be given in line with the Area Policy for each subject

Feedback will be often given via the TEAMS platform.  This might be written feedback, recorded verbal notes attached to the work or the use of a rubric with some additional comments.  In some cases, feedback might be given verbally in a one-to-one, small group or even whole class feedback session.

# 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:

In order to support our students with SEND to access their remote learning, our Teaching Assistants are part of each class team and either log into the live lessons with the students or work with the teacher to differentiate tasks to meet the needs of the student. This means our students are supported, wherever possible, by their usual TAs who know them well. The TA also makes the student aware that they are in the lessons and are available to answer any questions or offer further support.

Our students with EHCPs are offered places at our on-site provision and will also be supported by TAs.

Our Academic Tutoring provision is ongoing, whereby TAs hold a weekly check in session, via Teams, to support the wellbeing of identified students.

Teachers, TAs and Year Achievement Coordinators liaise regularly to identify any student who is not managing to engage in lessons or may be struggling in order to offer further support.

Teachers and TAs work together to ensure learning activities are personalised to meet the needs of all learners.

# 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?**

Where the majority of students are in school, a slightly different approach to that outlined above will be put in place for individual students who need to self-isolate:

As soon as the school is informed of a student's need to isolate, a 'Day One Pack' will be emailed home to parents of KS3 and KS4 students.  The 'Day One Pack' includes work for English/Maths and Science.  KS5 students should use this first day to undertake wider reading around their subject.

On the following day, and from this point onwards, teachers will start setting work for students each day on Teams.  Students will receive 5 hours of learning each day and work for the day will be uploaded by 8.30am each morning.  Teachers will either upload tasks via 'assignments' or will invite students to participate in the in-school lesson via live streaming.  Class teachers will choose whether live streaming is the most appropriate method of remote delivery depending on the content of the lesson (and whether other methods of instruction might be more effective)

In most instances, all students learning remotely via live-streaming or other methods will study exactly the same curriculum as the students in school.  For some practical subjects, tasks and approaches may need to be adapted to support the delivery of the curriculum.