

## **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 self-isolating, please see the final section of this page.

### **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?**

In the first two days of students being sent home the capacity for provision will depend on several factors:

- a. How many year groups are sent home; and
- b. The need to provide contact for key workers, vulnerable and students with EHCP

If there is no requirement for additional provision for face to face contact, greater than the year groups that have not been sent home, then each year group will receive live lessons (through Teams) that last 45 minutes in length; beginning 10 minutes into the lesson start time.

Should there be a need for face to face beyond the year groups in school then students in KS4 will receive live lessons; with other groups receiving remote education (through Show My Homework) with a view to moving to live lessons.

Students identified as having no access to technology will receive direction to utilise their knowledge organisers in the first two days as a method of self-testing; and if capacity available (time dependent) a work pack of termly work (already centrally collated by Director of T&L) – will be actioned to be printed.

## **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?**

It is our intention that at The Dorcan Academy remote provision mirrors the intention of the planned curriculum that students would receive in school, although the implementation may vary in nature; our plan is to maintain the curriculum in terms of the knowledge taught in order that we can accelerate the progress of skills upon return.

However, we have needed to make some adaptations in some subjects. For example,

In all year groups:

- Practical subjects, where necessary resources may not be as readily available, have been adapted to either
  - Theory work
  - Limited resource work
- Physical education, where the planned activities may be limited, has been adapted to the keeping of an exercise log with suggested activities provided

In Key Stage 3 fixed remote lessons in the following subjects are unable to be taught as normal. i.e.

- Digital skills for life - as access to technology at home will vary; enrichment activities have been provided to support students in maintaining and developing digital competence
- Skills for life – as the nature of lessons requires verbal interaction which contradicts our safeguarding implementations for remote learning; also, the subject requires specialist support from teachers in dealing with, sometimes sensitive issues. We have plans to ensure all students catch up on vital aspects of the curriculum on return.
- Library lessons, where lessons would require access to specific technology (e.g. Accelerated Reader programme) that is not readily available as an individual student licence, students will be encouraged to read and maintain a reading log.

## 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:

Key Stage 3 and 4	<p><b>Live lessons</b> will require 45 minutes of contact time with the teacher for a standard session – however further independent work will be required beyond the live contact.</p> <p>Therefore, students will be in contact for a minimum of 3 hours a day, with an expected 2 hours of independent work directed on average each day.</p> <p><b>Remote learning</b> will have an expected completion time of 1 hour per subject, with a minimum of 4 lessons directed each day. Recognising different limitations on each household some of these lessons may be enrichment directed lessons – designed to support the wellbeing of both students and staff for whom the intended 1-hour sessions take longer than intended.</p>
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## Accessing remote education

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

For live lessons, students will use Microsoft TEAMS ([LINK](#)) to access.

Remote Learning will be issued on SatchelOne (formerly Show My Homework) - ([LINK](#))

Further direction for both methods of delivery may be issued to access external apps or websites that include:

- Hegarty Maths - [LINK](#)
- The Oak Academy Website - [LINK](#)
- BBC Bitesize - [LINK](#)
- Seneca Learning - [LINK](#)

Training has been provided to all students on the use of Microsoft TEAMS, SatchelOne and Hegarty Maths.

Support videos have been produced for parents in the use of Microsoft TEAMS and Office 365 ([LINK](#)), SatchelOne ([LINK](#)); and BBC Bitesize and Hegarty Maths ([LINK](#)).

## **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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

- Application to the DfE has been undertaken for both laptops and routers. Students were asked to complete an access to technology form in October 2020. We recognised that provision would change after Christmas, therefore, a further audit was planned.
- Devices are allocated on a needs basis, with provision being prioritised to those students in Key Stage 4 initially, where access to technology may be required to undertake exam board requirements.
- Routers or dongles are being issued with the same rationale, and a member of the admin team is contacting all students highlighted by the created form, and those who are not engaging to identify those students with limited access.
- There is a requirement beyond those initially highlighted for additional laptops to be provided; further applications are being made to the DfE. Limitations on access in families where there are multiple children have been increased due to all schools and children requiring their own technology. Updates have also been made in software that cause problems in functionality on machines older than three years.
- Students without provision to technology in the first instance, or upon parental request will receive via post a printed set of resources. This is actioned by the Director of Teaching and Learning, and a process is in place.
- Should students not have online access, work can be submitted by being placed in an envelope and dated on the day the work is posted, to allow a 48-hour period of isolation for the work to take place. No parent should purposefully make a trip to the school site to drop off work, unless they are already making a necessary journey to work or shopping.

## How will my child be taught remotely?

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

- live teaching (online lessons) – used for Key stage 4 students in the case of a full lockdown, or if individual year groups are sent home; this will be the main process where face to face requirement is not greater than those students in receipt of live lessons.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) – this will be utilised within KS3 predominantly. Use will vary by subject dependent on the quality of provision and the way the provided resources meet the intention of the curriculum maps.
- printed paper packs produced by teachers (e.g. workbooks, worksheets) – these will be issued in the case of limited access to technology; teachers have been asked to limit the need for resources to be printed at home for those engaged in live teaching or recorded teaching.
- textbooks and reading books students have at home – students will be encouraged to maintain their independent reading, through the use of a reading log in KS3. Textbooks are not generally sent home unless there is already an identified limitation to access of education. In these cases, resources have already been provided.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – these will be utilised within the KS3 curriculum primarily and Maths across the curriculum, where in KS4, Hegarty Maths is an already utilised resource.
- long-term project work and/or internet research activities – these will be used for enrichment activities as previously detailed; or where there is a need to evidence specific previous knowledge that has been identified as an area for accelerating progress or developed knowledge and skill.
- Live clinics will be utilised in KS3 to support students in each subject area that are struggling to complete certain aspects of the work set or specific subject content. This will operate on a basis of once a week for core subjects (English, Maths and Science) and once a fortnight for all other subjects. The purpose of the clinic is a therapeutic approach to supporting student progress; with significant work being undertaken to ensure provision is both accessible whilst remaining challenging for all students.

## 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?**

It is expected at KS4 that all students attend their live lessons in line with their in-school timetable. Parents / carers will be notified of an absence in lessons by students.

At Key Stage 3, a daily list of activities will be sent to support parents / carers in moderating the work that a child should be completing during that day. It is noted that due to additional restrictions at home, a student may not be able to complete their work during school hours (for example where there is limited access to technology or multiple children requiring parental support); however, the work should be completed within a 48 hour time frame of the lesson, where it has not been possible to complete within the school day.

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

Engagement in live lessons is taken through a register generated by Microsoft TEAMS, and will be sent to reception during the first 10 minutes of the live lesson. This will then generate a notification of absence to parents through the attendance officer. Students that fail to attend any session during the day will receive further contact. This information is disseminated to Heads of House and the attendance lead.

There will be 3 contact points per live session, where engagement and interaction will be monitored.

We will monitor engagement in work through both access and submission of work. SatchelOne has an intuitive system that indicates if a student has accessed the instruction for the lesson, as well as individual resources that have been uploaded.

Expectation for submission of work will be clearly communicated via the class teacher; and a record will be kept both at departmental and whole school level, that will consequently trigger contact. For remote learning, this will be at least once every three lessons.

Students will be expected to submit their work either via SatchelOne or TEAMS as directed by the member of staff. Where issues present themselves in submission of work, then submission via email will be required.

Engagement communication will take a graduated response:

- Contact to the parent via email by the class teacher
- Contact to the parent via telephone by the class teacher
- Contact to the parent via telephone by subject leader / Head of Faculty
- Contact to the parent via telephone by a member of the Senior leadership team

It is envisaged that all barriers will be identified at the earlier stages and a resolution sought; however, should there be an holistic problem that is not able to be resolved at a subject level, then information will be passed to the Head of House and support offered from a pastoral level.



## 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:

Feedback to students will be regular, and as work is submitted teachers will provide feedback where appropriate at either an individual or at a whole class level where a common misconception has been identified.

There will also be opportunities for self-marking quizzes to support instant feedback to students, where knowledge recall has been the priority over application or development of skill.

We will aim to provide formal feedback where necessary in line with the current whole school feedback policy.

The method for feedback will depend on the method of submission utilised. [See feedback policy.](#)

## 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:

Students in receipt of an EHCP will be entitled to a placement at the school, should they choose to take it, unless they have been identified as a potential contact of someone with COVID 19 and identified as needing to self-isolate.

The SENCo and support team, will maintain constant contact with students who are not in school and require support. Students attending live lessons may also have their TA available in the lesson if directed by SENCo, and in liaison with home. They will identify methodologies to support in line with their needs.

Differentiation will remain a focus for all staff, and where possible support for differentiation will be offered by teaching assistants. Adaptation to remote learning differentiation will be driven by the SEN department.

## 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?**

If a child is self-isolating and notification is provided to the school, then within 48 hours provision will be made so that the teacher delivering to the class, also begins a TEAMS meeting in which isolating students can join without their camera or microphone on. The member of staff will use the whiteboard facility and sharing screen to support students at home. All resources for the lesson will be placed in the chat section of the lesson.

In the initial period, work will be sent out via email that has been provided by middle leaders to support the continuation of education. Should a child have limited access to technology, then a full work-pack will be distributed via post.

## Appendix:

### **Blended Learning Policy**

#### **What is Blended Learning?:**

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom materials. It requires the physical presence of both teacher and student.

As a school we will:

- Develop a blended learning timetable for each class – this will be in-line with the current school timetable; however, the ‘contact’ component will be reduced to support individual study.
- Identify students who do not have access to relevant technology that allows them to participate in Blended Learning.
- Explain our expectation to all stakeholders and their role in the process.

As a Senior Leadership Team, we will:

- Ensure each Head of Faculty is clear of the expectations for delivery.
- Monitor engagement of students.
- Provide support for all teachers and be a point of contact.
- Ensure there is an emergency rota for SLT should there be any immediate issues that arise during the lesson.

As a Head of Faculty we will:

- Ensure that all members of the faculty are confident in delivering their sessions in a blended approach.

- Seek training for any aspects that members of the faculty are not confident with – this must be done in a timely manner to ensure appropriate training can be provided.
- Review the curriculum map to ensure that the upcoming content is appropriate for blended learning.

As a class teacher, I will:

- Devise 'blended learning' lessons in line with the agreed curriculum plan, utilising joint planning to share good practice and identify the most effective method of delivery.
- Start the lesson from within the relevant team (**this allows full functionality**)
- Arrive at the lesson on-time and take-the-register\*; reporting any absences to student reception. Present the online conduct screen and provide students with a low-stakes-quiz as a starter activity.
- Ensure that within a 45-minute contact session, that there will be a mixture of teacher delivery and independent student work.
- Ensure there is a plenary, that is followed up by 3 questions, that students submit as evidence of engagement. Where appropriate I will pose additional questions as part of the lesson that students should respond to.
- Introduce myself to the class and remind them of the rules for online lessons, (as devised by PMO/JSH), ensuring all student microphones are muted and that cameras are turned off. (**Consideration of safeguarding must always be paramount**)

As a student, I will:

- Sign-in to each of my lessons, 5 minutes prior to the start of the lesson.
- Complete all work set, including online quizzes
- Submit any work requested by the teacher; this may include documents or photographs of the work undertaken.
- Keep my microphone on silent throughout the lesson, unless the teacher asks me a question
- Keep my camera off during the lesson.
- Ensure I am in a quiet location where I can work to the best of my ability
- Ensure I have access to all the relevant online platforms.
- Raise any queries with my class teacher, tutor or Head of House via school email or Show My Homework platform.

**Structure of the Lesson: (Remember 45 minutes directed time for the lesson)**

Virtual Learning Protocol

Do Now introduction activity – during which you send the attendance to BKO

Delivery of content

Assessment for Learning opportunity

Independent work

Closing points

Summative AfL **or** upload of work directive