

Remote education provision: information for parents/carers

This information is intended to provide clarity and transparency to students and parents/carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home. This document should be read in conjunction with our parent/carer handbook.

The remote curriculum: what is taught to students at home

From the first day of remote education, students will be able to access all resources and support material via Google Classroom.

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

Students will be able to access work on Google Classroom from the first full day of absence. Your son/daughter will be set work according to their timetable. Students should complete the tasks on the set day. All subjects, with the exception of core PE, will set the following via Google Classroom:

- Task guidance using the 'home learning sheet' that details what your son/daughter should do;
- A voice over PowerPoint so students can hear the teacher explain and model; and
- Off screen tasks that they will complete in their printed booklet or their exercise book.

Core PE will set a voice over PowerPoint and a link to a one hour work out that your son/daughter should complete.

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 practical lessons such as in catering or product design students where students are not able to fully access the necessary equipment or resources.

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 5 hours each day in line with the normal school day. Students in Years 6 to 10, we be expected to complete 30 minutes daily reading and 30 minutes daily maths set via Corbett Maths and MyMaths. Students in Year 11 will continue to be set homework in line with the normal homework policy.

Students in Years 12 and 13 have live online lessons and follow their normal 'in school' timetable. Teachers will continue to set homework tasks as per the normal homework policy.

All students in Years 6 to 11 are expected to log into Google Classroom and be part of tutorial from 9.00am until 9.15am. Years 12 and 13 will meet with their tutors twice a week. This is an excellent opportunity for students to have contact with a staff member at the start of each day, to maintain their normal daily routine, to be given reassurance and to get support ready for their daily lessons. Any student who is expected to be present and fails to will have a call home to check they are able to access the session.

Accessing remote education

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

All assignments (daily subject tasks) and live online sessions will be set via Google Classroom. Students are able to access Microsoft Teams using their school log on details.

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. Students who do not have access to a personal computer or a laptop at home and cannot therefore access Microsoft Teams or the remote learning resources can apply for a laptop or other electronic device which the school can provide. These will be delivered to students. For a small number of students, we can also support home internet connections by providing a router or dongle. For more information contact Mrs Lovecy on flovecy@tdms.worcs.sch.uk.

We have also provided all students in Years 6-11 with a work pack that includes work booklets for English, Maths and Science

How will my child be taught remotely?

We use a blended learning approach to ensure that all students have access to high quality learning resources and an opportunity to interact with teachers.

Students in Years 7 to 11 will receive the following from all subjects. With the exception of core PE:

- Task guidance using the 'home learning sheet' that details what your son/daughter should do;
- A voice over PowerPoint so students can hear the teacher explain and model; and
- Off screen tasks that they will complete in their printed booklet or their exercise book.

Core PE will set a voice over PowerPoint and a link to a one hour work out that your son/daughter should complete.

All voice over PowerPoints are quality assured by Heads of Faculty to ensure your son/daughter continues to have access to high quality teaching. Having a recorded explanation and modelling allows students to pause and rewind as necessary to aid their understanding. Students continue to have access to the voice over PowerPoints after they have completed the tasks so that they can return to them a later date should they need to. The voice over PowerPoints also ease pressure on access to computers in the household as students can complete them at a time of their choosing.

Students in Years 12 and 13 will receive an invite from their teachers to a live online lesson. The lessons follow their timetable, mirror lessons in school and students will receive the same teaching time as they would do normally. Live online lessons are recorded so should your son/daughter not be able to access them live, they can listen back at another time. Students can also use the recordings to listen back to the teacher explanation and modelling to support their understanding and aid with the completion of tasks.

Live feedback sessions

All students will have access to live feedback sessions with their core subject teachers and option teachers where possible. Teachers will use the start and end of lessons to check in with students, provide them with whole class feedback and clarify what students need to do with their voice over PowerPoints. Teachers will then be available at the end of the lesson to answer questions and check what work the students have completed.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents/carers should provide at home?

It is important that where possible parents/carers support and encourage their son/daughter to complete the tasks set on a daily basis. We understand that helping your son/daughter with subject specific help may not be possible so please encourage your son/daughter to contact their teachers for help. Where parents/carers can be of most use is supporting your son/daughter to prepare for their home learning. Where possible, please provide your son/daughter with a quiet place to work away from distractions and support them to have completed the following before they start:

- Eaten their breakfast. Their brain is like an engine. If they don't feed it, it won't work properly.
- Checked their schedule and collected all their equipment and resources that they need.
- Poured themselves a glass of water. Water increases their concentration levels and helps them think more clearly.
- Put their phone in another room. Students who work in rooms with their phones achieve less than those who don't.

In order to support both you and your son/daughter further, we have put in place the following:

Weekly tutor call

Each week you will receive a call from a staff member to check in on the welfare of your son/daughter and update you on their progress with the previous weeks remote learning. Staff will signpost you to relevant support networks and if required refer your query through to the relevant pastoral or academic staff member.

Weekly HOL email

Your son/daughter's Head of Learning sends a weekly email containing a voice over assembly, relevant Year group messages, support for mental health and exercise and our weekly challenges.

Pastoral support

Parents/carers and students can contact any staff member with a concern via the school telephone, email. This will be directed to the relevant member of staff. Students are able to speak to their tutor on a daily basis and parents/carers can also raise any issue through the tutor call.

Online support

We have collated many useful links to inform and support you on a range of issues including safeguarding, on-line safety and mental health and concerns.

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

Students need to understand that the work they do at home is no less important than that they do in the classroom. Teachers will be checking your son/daughter's work on a daily basis. Data from this checking is collected centrally and will be used to inform your weekly tutor phone call. Your son/daughter's tutor will let you know whether your son/daughter is completing their tasks and uploading the work, only viewing the tasks but not uploading the work or not accessing the work at all. Text messages will also go out to keep you updated. Tutors will also use the work engagement information to inform their conversations with your son/daughter in their daily tutor sessions.

Parents/carers will need to inform school if there is any reason why their son/daughters' work is not completed, just as they would with homework.

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.

Teachers will be checking and reading students' work on a daily basis. It is essential that your son/daughter uploads their work so that their teacher can provide feedback and ensure that subsequent lessons are amended to meet the needs of the students. Your son/daughter will receive regular feedback via Microsoft Teams from their subject teachers in the following ways:

- Personalised feedback using the personal feedback box at the side of their uploaded work;
- Whole class feedback via the post section of their class team; and

- Whole class feedback via electronic document such as Word or PowerPoint. This will be attached to the class resources as a task to ensure your son/daughter goes back and improves their work.

Live feedback sessions

All students will have access to live feedback sessions with their core subject teachers and option teachers where possible. Teachers will use the start and end of lessons to check in with students, provide them with high quality whole class feedback, assess students' progress, initiate a regular dialogue with students and clarify what students need to do with their voice over PowerPoints. Teachers will then be available at the end of the lesson to answer questions and check what work the students have completed and again provide feedback.

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?

The needs of learners with SEND are often not distinctly different from the needs of all learners - rather, they may experience a more exaggerated version of the challenges that we all face. Ironically, many of the challenges that learners with SEND may face on a daily basis are things that we are all now increasingly experiencing, regardless of whether we have a special educational need or not. For example, the challenges linked to motivation, feeling isolated or needing to set ourselves smaller reduced tasks in order to see our progress – these are all things that we are having to manage now on a daily basis.

As parents of children with SEND, you may have questions around Remote learning. See below for some of our most frequently asked questions:

What if my child requires shaded paper?

As children are using Google Classroom, it may help your child if you change the colour of the monitor screen. You can also change the background of Word documents for your child to record their work on. To support with reading, your child can use an overlay for their reading books and booklets provided by subject teachers.

What happens to the interventions that my child used to attend?

Many of the SEND based interventions that learners already use will also work in an online or remote learning context, for example, Corbett Maths, MyMaths and Seneca. Your child can continue to access these from home. We endeavour to continue offering as much support as possible to our SEND learners, therefore, we are offering a small number of identified students 1:1 and small group live interventions.

What if my child is struggling with a lack of routine with not being in school?

We have set up a virtual online tutorial at 9.00am each day, all students are expected to attend this. This allows students to start the day in a positive way and have access to their tutor. Students are expected to follow their 'normal' timetable each day – this provides them with a familiar structure for their day.

What if my child is lacking motivation?

High level needs students have been allocated a key worker who is making regular contact with the child and parents to support them and to ensure timetables are being followed.

What if I feel that there is too much work for my child to complete?

The work is set for a range of abilities, therefore, task completion is not what teachers are looking for. Students are expected to complete the work to the best of their abilities in the allocated lesson time.

How is work monitored as I feel that my child is really struggling?

You will receive a call once a week which is designated to a conversation about work. For a small number of students we will make reasonable adjustments to the subjects/work that needs to be completed.

I am a critical worker so my child is in school, but what support will they be getting?

For children with SEND in school, they will have full access to the narrated PowerPoints on MS teams. There will also be an achievement assistant on hand to offer support.

What if my child needs the work differentiated?

Our teaching assistants are differentiating the work provided for all subjects, key workers are sending this out to those students who will struggle to access it.