wildern school

# 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 document.

## The remote curriculum: what is taught to students at home

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

We have taken a blended learning approach for our curriculum in the event of students self-isolating or a partial or full closure. This means students will have access to the same learning as their peers from the first day of isolation. They should follow their school timetable for the day, where their lessons will be available.

**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?**

Yes. Our blended learning approach ensures that in the event of a longer period of isolation or closures, the curriculum can be continued, without the need to unduly reshuffle topics. Our curriculum schemes of work contain overlearning opportunities so that all students' understanding and skills of content covered whilst learning remotely is assessed and therefore can be developed in the classroom at a later time.

# 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 for both Key Stage 3 and Key Stage 4.

# Accessing remote education

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

All remote learning will be provided through Google classroom, which students are used to using both in school and for self-study. All lessons are available on Google Classroom by 8am each morning so as to allow students to work at the time that best suits them and their household. We encourage students to complete their lessons at the time they would usually have these in the day so that they can get help, ask questions and receive feedback from their teachers and other students within their class who will be online via google classroom (through tasks, classroom stream and chat function) and email.

**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:

We have conducted a survey of the ICT access students have at home for remote learning and this indicates that 87.3% have their own hardware and 99.6% have internet access. 98% of students have access to a shared machine at home available at some point in the day.

For those that do not have suitable online access, in the event of a period of remote learning, we will lend students a chromebook or mobile internet connection for this duration.

When pastoral staff and tutors contact home we ask that they check that everything is in order for accessing learning and respond where there is a need to support with digital access.

We have a number of devices ready to be sent home immediately should we be required to.

Students and parents will be sent a time slot via email/text to collect required IT equipment from the Genius Bar by appointment time.

All returned equipment will be individually wiped down with AntiBacterial Wipes by the Genius Staff upon return and also checked for damage and operational performance.

## How will my child be taught remotely?

Our remote learning model is based on the characteristics of good teaching and learning that takes place in our classrooms:

- ensuring students receive clear explanations
- supporting students' growth in confidence with new concepts and skills through scaffolded practice
- ensuring students have experience of applying new knowledge or skills
- enabling students to receive feedback on how to progress

Our curriculum and schemes of work contain overlearning opportunities so that all students' understanding and skills of content covered whilst learning remotely is assessed and developed in the classroom at a later time. Curriculum departments have developed high quality teaching resources which provide clear explanations to students to introduce the learning for that lesson. These may include videos from other providers, links to websites as well as voiceovers and videos recorded by Wildern staff. Students then have tasks to complete that will allow them to put this learning into practice and these need to be 'handed in' via the Google Classroom website.

Our teachers are providing a variety of activities in remote lessons and allocated pastoral time in the same way they would be in classroom provision, including

- Presentations
- Narrated presentations
- Loom / recorded video messages
- Videos of a Wildern teacher explaining or teaching a concept or skill
- Videos from an external source explaining a concept or skill
- Podcasts
- Worksheets
- Extended writing tasks
- Practice exam questions
- Online textbooks
- Low stakes tests
- Google quizzes
- Collaborative tasks
- Practical tasks if possible

Staff refer to Google classroom and where to find lesson resources in class so that this is familiar to students in the event of remote learning.

Students should follow their usual school timetable and will be set 5 lessons a day as well as tutor time activities. Curriculums follow the intended schemes of work that they had been planning for the Spring term and lessons have been adapted for remote learning.

# 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 a school, we expect students who are learning remotely to:
- Log onto Google Classroom to complete the work set each day by the deadline set
- Follow the timetable for the day. This will enable them to keep up with the learning in the classroom and ask any questions should they need to on their return.
- Contact their tutor/DOPA if concerned about anything pastorally, including safeguarding
- Be contactable during the school day – although they may not always be in front of a device the entire time
- Seek help if they need it by messaging their teacher via Google Classroom
- Make as much effort as they can to complete work
- Alert teachers if they're not able to complete work for any reason
- Respond to feedback provided, acting on this as required

We expect parents will support their child(ren) whilst learning remotely by:
- Making the school aware if their child is unwell or otherwise cannot complete work
- Seeking help from the school if they need it
- Being respectful when making any complaints or concerns known to staff
- Supporting their child(ren) with managing their workload and applying feedback provided to improve their work
- Following the recommendations in the [Parent Factsheet](Parent Factsheet) of how to support your child learning remotely

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

Students' work will be monitored daily by their subject teachers, with help and support to complete tasks provided as required. If a student has not engaged with a lesson, they will be contacted through Google Classroom by their teacher to ask if they need any help and to remind them to work through the lesson set. If they still do not engage, then an amber eref will be issued so parents are alerted that their child has not engaged in work, through the Insight app. If on the 3rd lesson the student hasn't responded, the class teacher will phone home to raise these concerns with parents.

Students who are completing work and making great effort in the tasks they are submitting will be given green or gold erefs, again these can be seen via the Insight app and are an indication of how well your child is engaging.

**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:

- a video or audio commentary by the teacher about the student's work
- written feedback via Google classroom
- sharing exemplar work in the class page on Google Classroom
- comments and annotations on a student's work in google documents/sheets/slides
- self-marking quizzes which provide immediate feedback to a student
- the provision of model answers in lesson resources for reflection purposes
- additional links or tasks to apply learning to, deepen understanding and move learning forward
- whole class feedback through planned and targeted 'feed forward' lessons or tasks based on class needs

Students acting on the feedback they receive is pivotal in the learning process and this is one of the areas that can make the biggest difference in developing students' skills, knowledge and understanding. Students can contact their teachers via Google Classroom for help and guidance throughout the day and will receive feedback on their work.

# 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 those 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:

Teaching assistants will contact students via a phone call for the students they are key workers for to establish that they are accessing work and have any adapted equipment available. This is to be done during set up time at the beginning of the day or when they are in a period where they would usually be supporting that child. They will also liaise with teaching staff to help support the learning of any student they are supporting remotely to support learning.
- Adapting and providing scaffolded support as required
- The organisation/reorganisation of annual reviews for EHCP students
- Ensuring that EHCP students have the support in place they need to reasonably meet outcomes from home
- Contacting EHCP students to assess need during the period of isolation.
- Continuing to liaise with outside agency support, for example Specialist Advisors and working with them to support families during this period
- Liaising with students and parents to support the use of specialist teaching/learning resources (e.g. Claroread)
- Students with pastoral or wellbeing needs are supported through weekly contact with any external support or through support in school that is relevant to their individual needs
- Students can access pastoral support through tutor/DOPA or Students Services contact and through the dedicated wellbeing area of the school website.

# 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 student is self isolating the work provided will still be available on google classroom and will be the same as the work being covered in class. Due to teaching classes in school, feedback and teacher response times may be slower and therefore your child may not hear from a teacher until after 3pm or the next day.