

Providing Remote Education Policy



**CROWN HILLS
COMMUNITY COLLEGE**
A Specialist Sports College



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Crown Hills Community College
Policy Document

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Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or

Template for schools: share information about your remote education

Autumn/Winter, 2022-3

This optional template is designed to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education. The information should be published on school websites by 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

This is intended as an example template and school leaders can choose to use the most appropriate format for their setting. We recognise that not all questions will be relevant to your particular school and there may be additional information you wish to include. For example, special schools may want to include additional questions around access to wider support services that children and young people would normally receive in school, such as therapy sessions.

Schools can find further help and support on how to meet the expectations for remote education via the remote education good practice guide and school-led webinars.

first day or two of pupils being sent home?

Immediately, the remote education provision we are in a position to offer includes: lessons delivered via Microsoft (MS) Teams and/or work sent by e-mail. Some faculties are also able to (and have) set work via specific platforms with which students are familiar e.g. 'EDLounge' and 'MyMaths'. Only in exceptional circumstances do we send out paper-based resources as, for and from the very beginning, we are wholly prepared for remote learning to deliver on our high expectations in providing the high-quality delivery of a planned curriculum for all.

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 aim to 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 subjects such as Art, Design Technology (DT) or Physical Education (PE) and others including subjects with practical elements within them such as Science, equipment cannot be used, products cannot be made and games cannot be played etc. as originally intended. However, as far as possible, close alternatives to these activities are found e.g. videos of on-line demonstrations.
- The thoughtful way in which the curriculum is sequenced has not been and will not be compromised but, sometimes, the content of that curriculum has had to/will be adapted.

**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:

Key Stage 3 and 4	At Crown Hills, students have 6 lessons per day. Each lesson consists of 50 minutes. This equates to 5 hours of remote education per day. Not all of which will be actively taught. In fact, we have advised our teachers to limit their active input to around 25 minutes to prevent overloading/disengaging students. However, teachers are expected to remain on-line throughout all lessons in order to provide help and support as best as they can.
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**Accessing remote education
How will my child access any online remote education you are providing?**

The main way in which we are delivering content is live through MS Teams with which all of students should be familiar as a result of an induction process and previous experience. Through MS Teams and/or by e-mail, students may be provided with links to other on-line tools or digital platforms, either for delivery or low-stakes assessment.

We have curated and sequenced an on-line curriculum that mirrors as closely as possible what would have been our taught curriculum here:

<https://www.crownhills.com/subjects/> (select 'Home Learning' from the left-hand-side menu). While we endeavour to deliver live on-line lessons for the vast majority of the time, teachers may use the resources here (containing links to many more tools and platforms e.g. Oak National Academy lessons) at their discretion, that is, either to replace some lessons or augment them.

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. We take the following approaches to support those pupils to access remote education:

- If a student is without access to a device, a request for a laptop should be made by e-mailing the school at: office@crownhills.leicester.sch.uk
- Alternatively, a request for a laptop may be made by calling us on: 0116 2736893.
- Usually, laptops will be issued by a member of the ICT Support Team from whom they can be collected at a mutually convenient time in person, in school (while observing social distancing etc.). For more information about the devices themselves e.g. their functionality or if there are any problems with them then advice should be sought from: ICThelp@crownhills.leicester.sch.uk
- We understand that there may be connectivity problems for some students, which present a barrier to accessing on-line learning.
- The DfE has previously negotiated with the major telephone networks of the UK and are able to offer a mechanism for students/parents/guardians to receive additional data allowances which they can then use as a hotspot for laptops and other devices. If you would like to explore this, you will need to contact the school through the student's Head of Year. The school will apply for this additional data on your behalf if we feel that you meet the suitability criteria of the scheme. (N.B. This provision may no longer be active.)
- In the event that you do not meet this scheme's criteria, please contact the school's Chief Operating Officer at: MAstill@crownhills.leicester.sch.uk and the school will explore what additional help can be offered.
- Our aspiration is that all pupils can access on-line learning as this is better for our students in terms of getting live and meaningful feedback. And we have a system in place to issue students with laptops if they don't have regular and reliable access to such a device. However, in exceptional circumstances, printed materials may need to be provided. Such requests should be made through Heads of Year or Assistant Heads of Year. If a request is made with a student with a special educational need (SEN) in mind then that should be made through the SENCO.
- Students, who do not have on-line access, which has not been rectified, can submit paper-based work to their teachers on their eventual return to school. This offer will also be extended to those students who have made this arrangement by prior agreement e.g. with the SENDCO.

Year 7: HOY – ZSABAT@crownhills.leicester.sch.uk AHOY – DBROWN@crownhills.leicester.sch.uk

Year 8: KWhite@crownhills.leicester.sch.uk AHOY – Jdobney@crownhills.leicester.sch.uk

Year 9: HOY – NNEWTON@crownhills.leicester.sch.uk AHOY – ASohal238@crownhills.leicester.sch.uk

Year 10: HOY – kclayton@crownhills.leicester.sch.uk AHOY – ABadiani@crownhills.leicester.sch.uk

Year 11: HOY – RSEEDAT@crownhills.leicester.sch.uk AHOY – ASAMUEL@crownhills.leicester.sch.uk

SENDCO: Iglasby@crownhills.leicester.sch.uk

How will my child be taught remotely?

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

Some of our remote teaching approaches include:

- live teaching (on-line lessons via MS Teams); this includes the tutor-time programme (all the pastoral elements).
- recorded teaching (e.g. Oak National Academy lessons, YouTube, video/audio recordings made by teachers e.g. PowerPoint presentations with voiceovers);
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. 'Educake' and 'MyMaths';
- textbooks and reading books pupils have at home.

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?

- Our expectations for students' engagement with remote education are that: they attend every timetabled lesson as usual (calendared on MS Teams) and, if they do not present themselves within the first 10 minutes of a lesson, they will be marked as 'late' (as a sign of disengagement). During lessons, we expect students to engage by doing what they would do normally – ask and answer questions – through the chat facility on MS Teams or by 'raising their hands' and unmuting themselves with their teacher's permission. Similarly, engagement will be checked, and support given, through other facilities on MS Teams such as in 'breakout rooms' and 'class notebook' and 'assignments'.
- We hope and expect that parents/guardians will support our remote education offer firstly and generally by understanding that, unlike face-to-face teaching and learning, which is best, on-line teaching learning is far from being an ideal situation and our teachers have done, are doing and will continue to do their best to carry on the life and work of the school in these difficult times.
- Secondly and specifically, parents/guardians are expected, as before and as usual, to ensure that their children are ready for each and every school day, as far as possible, able to work in calm and quiet environment throughout the school day to facilitate their learning. We would very much appreciate the support of parents/guardians in holding their children to account for any on-line lessons that have been missed and for a lack of engagement in lessons (about which parents may receive notifications) while also ensuring that their children eat, drink and rest at the appropriate times. Please encourage your children to read e.g. a book, magazine or newspaper away from their screens as much as possible.

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

- Firstly, students' attendance will be tracked as the first and most important way of measuring engagement. Following our guidance, teachers will use a range of strategies to check whether students are learning (not just engaging) in their lessons including: pausing to ask and answer questions, real-time interaction through the facilities available via MS Teams e.g. 'class notebook' as well as quizzes and depending on the subject/time, extended written pieces e.g. using 'assignments'. All of these things happen informally and regularly as part of our commitment to responsive teaching – more formally and less regularly, we expect that one substantial piece of work by students should receive some individualised, that is, meaningful feedback each half term.
- Also, to promote student engagement and tackle student disengagement, tutors are at hand both to support students' mental health and wellbeing and to flag up any issues to the wider pastoral/school team. On behalf of their students, tutors make referrals for, and the school still continues to organise, alternative curriculum opportunities and counsellor sessions.
- Where engagement is a concern, parents/guardians will be informed by teachers (notifying them of any problems within individual lessons via the 'SchoolComms' app) and, if patterns of negative behaviour emerge, HOYs or AHOYs will call parents/guardians to discuss the matter in more detail.
- In past and potential future remote learning and lockdowns, there is a greater risk for grooming and exploitation (CSE, CCE and radicalisation) as children spend more time at home and on devices. There is a real risk that some of your pupils may have missed opportunities to disclose such abuse during the lockdowns or periods of absence. If needed by staff, students or their parents/carers, please contact a DSL in the school immediately; if you need to do so externally then do so by phone: 0116 2736893 or e-mail: safeguarding@crownhills.leicester.sch.uk
- We would like to refer all stakeholders, including students, to the remotesafe.lgfl.net infographic which applies to all on-line learning types and how their use can be safeguarded.

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:

- The methods we use to assess and feed back on students' work include: questions and answers in live lessons asked through the 'chat' facility or verbally via MS Teams, quizzes, individual feedback in 'break out' rooms, individual and/or whole-class feedback in 'assignments' or by e-mail (if work is submitted that way). One substantial piece of work by students will receive individualised, meaningful feedback each half term.
- Students will receive feedback on what they say and do (their work) regularly and often at the informal end of spectrum (responsive teaching) as small but important tweaks are made in order to improve their knowledge and understanding. At the formal end of the spectrum, opportunities are planned for more high leverage 'assessments', which vary from subject to subject, taking the form of, for example: difficult (not quick) quizzes and extended responses with one substantial piece of work by students receiving individualised, meaningful feedback each half term.
- In accordance with good practice as outlined by LGfL's 'DigiSafe' policy, we expect all students: (1) to read, understand, sign and adhere to the student/pupil acceptable use policy; (2) treat home learning during any isolation/quarantine or bubble/school lockdown in the same way as regular learning in school and behave as if a teacher or parent were watching the screen (as explained in any letters from the school); (3) avoid any private communication or use of personal logins/systems to communicate or arrange meetings with school staff or tutors; (4) understand the importance of reporting abuse, misuse or access to inappropriate materials, including any concerns about a member of school staff or supply teacher or online tutor; (5) know what action to take if they or someone they know feels worried or vulnerable when using online technology, at school, home or anywhere else (as taught to them in IT and Life Skills lessons with reminders given in any letters from the school); (6) to understand the importance of adopting safe and responsible behaviours and good online safety practices when using digital technologies outside of school and realise that the school's acceptable use policies cover actions out of school, including on social media; (7) remember the rules on the misuse of school technology – devices and logins used at home should be used just like if they were in full view of a teacher and (8) understand the benefits/opportunities (including on-line learning itself!) and risks/dangers of the online world and know who to talk to at school or outside school if there are problems.

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:

- We work closely with the parents/guardians and other stakeholders in school to deliver remote education for students with a SEND in the following ways: students with EHCPs are invited into school in order to access on-line lessons but with support from TAs; students with a SEND whose parents have chosen to keep them at home still benefit from extra support in the form of remote TA support e.g. in 'break out' rooms on MS Teams; teachers are regularly reminded of ways in which to support students with a SEND in terms of facilitating their on-line learning and pastoral support from school focuses on the most vulnerable (this not an exhaustive list).
- Directly, a live event has been held with parents of students with a SEND to support them to support their children with the demands of remote education, which we accept present more challenges for those with acute needs. The SENDCO is in regular touch with the parents/guardians of students with a SEND, which is initiated both by her and parents/guardians themselves.

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?

If a student is self-isolating but well then he/she will benefit from the same remote education provision as everyone else. There are no fundamental differences between the approaches we have described here in the rest of this template and for those who are self-isolating. By using MS Teams almost exclusively as the medium through which teachers teach and students learn (augmented by additional but peripheral tools and platforms), we are able to ensure that individual pupils who are self-isolating are taught the same planned and well-sequenced curriculum with meaningful and ambitious work set each lesson/every day in a number of different subjects, including with the provision of live feedback. N.B. The nature of self-isolation is such that it is not really necessary to provide more formal feedback. Our teachers are now used to and increasingly adept at delivering 'hybrid' lessons with some students at home and some students in school. Those lessons follow the same principles and practices as if the students were wholly in school or at home: principles and practices of: retrieval practice, knowledge-rich curriculum content delivered in a knowledge-first manner and, then, independent (but well-explained/guided) work, which is undertaken by our students. We do accept that the limitations of technology and time will impact negatively on our ability to adhere consistently to these principles and practice so that neither knowledge acquisition nor progress through the curriculum will happen in the way in which we have previously planned.