



Perschore High School

Remote education provision: information for parents (January 2021)

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 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 students being sent home?

Where possible students will be sent home with work to complete initially or it will be provided via ePraise labelled as either classwork or homework. All students have access to online resources such as GCSEPod, Mathswatch, BBC Bitesize and Oak Academy and these are a good place for students to find resources independently to supplement what has been provided by their teachers.

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?

Teachers initial approach will be to teach broadly the same curriculum as already in place. However, teachers will adapt the curriculum if required to take account of online learning – for example, they may change the sequence of the schemes of learning because some topics lend themselves better to online learning than others whilst others are better supported by practical activities which aren't possible to deliver remotely.

Whilst we would like to offer the full curriculum remotely some subjects do not lend themselves to remote teaching therefore where a bubble or the school is closed lessons will not take place in PE, Citizenship, PSHE and Learn2. We will encourage physical activity through promoting programmes such as those delivered by Joe Wicks and in longer periods of remote learning will look at other ways in which students can develop their understanding of Citizenship and their knowledge of the topics covered in PSHE lessons.

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>5</p> <p>Plus 10 minutes morning registration</p> <p>(Live lessons will be limited to 50 minutes to allow a 10 minute screen and movement break for all participants for health and safety reasons)</p>
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Accessing remote education

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

Remote learning will predominantly take the form of remote face-to-face lessons (where possible) using Microsoft Teams. We are developing our use of OneNote and ClassNotes to share resources from these lessons and allow students to submit their work and receive feedback where appropriate. All students have access to Microsoft 365 accounts and can work online or download Microsoft Office packages on up to 6 devices using their school login and password. We will also, where necessary, add lesson materials and further instructions to ePraise – these will be labelled either classwork or homework and some teachers will ask students to submit their work using this platform.

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 pupils to access remote education:

Students in this position will be supported as far as possible:

- Vulnerable learners and children of key workers will be offered, where possible, the opportunity to access their online lessons at school
- Where there is capacity and it is safe to do so, we will extend the definition of vulnerable learner to include those who are struggling to access education remotely
- We will issue, where stocks allow, a loan laptop either from the DfE scheme, those donated by parents and friends of the school or others purchased by the school where funds allow. These will remain the property of the school and must be returned when no longer required or when the student leaves the school
- Provide, through DfE schemes and where possible by the school where funds allow, mobile internet devices or data SIM cards to enable students to use their own devices where an internet connection is unavailable or is too poor for learning or family finances don't permit the required level of usage
- Where students can't submit work online for teachers this may be delivered to school reception between 8:30 and 16:00 clearly labelled for the teacher and it will be forwarded to them. Packs of resources will also be provided if required.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (Teams lessons) – these may not always last 50 minutes but may be used to introduce the lesson, new concepts and get students started on the tasks for the lesson
- tasks, assessments and collections of Pods on GCSEPod
- tasks and activities set via Mathswatch and other subject specific packages
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, BBC Bitesize programmes available on BBC2; CBBC or iPlayer)
- use of study guides/revision guides or online textbooks in some subjects
- long-term project work and/or internet research activities

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?

The school's expectations:

- Students are expected to attend am registration every day at 8:50 in order to be ready to start their day of online learning and for Tutors to check on wellbeing and provide support
- Students should attend and participate in their lessons at the scheduled time according to their timetable and online calendar in Outlook and Teams. Tasks and work set should be completed to the best of the student's ability

Expectations of Parents/Carers – please encourage your son/daughter to:

- attend all their lessons and where you can provide them with a quiet, comfortable place to work
- engage verbally and through the chat facility in Teams lessons and to have their cameras turned on to help the teacher gauge engagement (it is very hard to teach to a blank screen). An appropriate 'electronic' background should be selected for use
- complete the tasks set by the teacher and submit them when required; active monitoring of both of these by parents/carers will help with student motivation
- take advantage of the 10 minutes of downtime at the end of the lesson to get away from their screen to give their eyes and bodies a break, engage in some physical movement and hydrate before the next lesson starts

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

- Morning registration will be monitored and emails automatically generated and sent to parents in the event that their child is absent
- Teachers are taking registers every lesson and recording this – where there are patterns of poor engagement a member of the pastoral team will get in touch
- Individual teachers may email students and sometimes copy parents/carers in so you are aware that they have not completed an important piece of work
- Pastoral Teams will monitor concerns regarding engagement by subject colleagues and action these accordingly
- Online Parents' Evenings will go ahead in the event of closure so that you can meet with subject teachers, you may be invited to make an appointment with a specific teacher who has a concern and engagement may be raised at these appointments
- It should be noted that parents/carers can contact House Teams at any time should they have any concerns about their child's level of engagement

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:

- Informal verbal feedback will take place during face-to-face lessons
- Students may be asked to provide responses through the chat function
- Written work may be submitted for marking, where possible following the normal assessment policy of the department – this may be through ePraise or ClassNotes/OneNote
- Teachers may assess work live through ClassNotes/OneNote
- Online quizzes and low stakes testing in MathsWatch and other online learning platforms
- Assessments and quizzes in GCSEPod

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:

- Vulnerable learners including those with EHCPs may be expected to attend school for some/all of their learning
- Learning Support Practitioners (LSPs) may continue to work with students on a one to one or small group basis using Teams
- Teachers and LSPs may set up 'breakout rooms' within the Teams lesson where students can work individually or in small groups with a LSP before rejoining the main lesson
- Identified students will receive weekly social communication interventions to support with their emotional well-being during this time.
- Where possible, interventions will continue to take place using Teams.
- Specialist resources to support some pupils with SEND are shared with parents through the SEND padlet.
- Regular updates from the Director of Learning Support and Inclusion will be included in the school closure newsletters

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?

- Students will be set work in line, as far as possible, with the work completed by their peers in the classroom
- Work will be set via ePraise (class work and homework), using email or where possible through ClassNotes in Teams
- Some teachers may be able to provide a live stream from their lesson via Teams however, this is not an expectation and not all staff will be able to do this
- Students may be directed to appropriate online materials such as GCSEPod, MathsWatch or Oak Academy
- Where online access is not possible parents should contact their Head of House to arrange additional support with technology or in the form of paper based learning materials