

## Remote education

### Introduction

Remote education provided will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

- Key Stages 3 and 4: 5 hours a day

School will teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum

School has selected a digital platform for remote education provision (Google classroom) that will be used consistently across the school in order to allow interaction, assessment and feedback and made sure staff are trained and confident in its use. School will overcome barriers to digital access for pupils by:

- distributing school-owned laptops accompanied by a user agreement or contract
- providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.

We recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and school will work with families to deliver an ambitious curriculum appropriate for their level of need.

It may also be that some pupils who have difficulty engaging in remote education may be considered to be [vulnerable children](#), and therefore eligible to attend provision in person. This is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.

School has a system for checking, daily, whether pupils are engaging with their work, and will work with families to rapidly identify effective solutions where engagement is a concern

School will identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education. At Wickersley School and Sport College, this is Miss Amanda Crane, Associate Headteacher.

When teaching pupils remotely, school will:

- set meaningful and ambitious work each day in an appropriate range of subjects
- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
- Key Stages 3 and 4: 5 hours a day

Online video lessons do not necessarily need to be recorded by teaching staff at the school: [Oak National Academy](#) lessons, for example, can be provided in lieu of school led video content.

School will transfer into remote education what we already know about effective teaching in the live classroom by, for example:

- providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion
- providing scaffolded practice and opportunities to apply new knowledge
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate

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### **Special educational needs Section**

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place. School will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.

### **Vulnerable children section**

Where individuals who are self-isolating are within our definition of vulnerable, School has put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, school will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools will also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

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## **Remote education provision: a guide for parents – what to expect from online learning**

Please find our guide for parents outlining the remote education that will be provided for students in the event your child is asked to isolate.

### **The remote curriculum: what is taught to pupils at home?**

Pupils will follow the same curriculum they would follow were they at school. Some slight adaptations may need to be made should resources become a barrier e.g specialist technology or P.E equipment. In this instance, a suitable alternative will be provided that links as closely as possible to the existing curriculum.

### **Remote teaching and study time each day:**

While at home, your child will be expected to follow the same timetable of activities they would at school. That means they should be up and ready for school work to begin in line with their start and finish times.

### **How long can I expect work set by the school to take my child each day?**

Many lessons will be live lessons on Google Meet. This means they join in with their classes online and work along at home for the full lessons, taking their breaks as they would in the school day. Where alternatives are set, you can expect your child to be working independently for around one hour per lesson.

## **Accessing remote education**

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

Work will be uploaded onto your child's **Google Classroom** for that subject, along with directions for how to complete the work and return to the teacher. Your child's teacher will have sent a **Google Meet code** to click on and join any live lessons: they will complete the work alongside the class, and join in verbally or in the 'Chat' function on the Meet. Pupils will have been taught how to access the Google platforms while at school.

### **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:

- When a pupil is isolating, we check their access to IT equipment and WiFi.
- School will loan a chromebook device to any pupil who does not have IT equipment. Internet access will also be provided where needed. In most cases, this will be available to collect on the first day of isolation.
- If printed materials are required, we will ask parents to collect these from reception where able, or we will deliver these to the home if necessary.

### **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 (online lessons) will be the main method for ensuring pupils do not fall behind their peers, and that they have access to high quality teaching of the curriculum.
- In some instances, recorded teaching will be used (e.g. video/audio recordings made by teachers with explanations of content and activities).
- printed paper packs produced by teachers (e.g. workbooks, worksheets).
- textbooks and reading books pupils have at home.
- Extended project work, particularly in the case of coursework based subjects.

### **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?**

We expect all children to engage with the work provided and complete their work in accordance with the teacher instructions. We appreciate the support of parents in ensuring pupils complete the work, and return it to their teachers. In some cases, this will mean prompting and reminding students. The work will be such that they can complete it independently with the teacher support.

Staff will be in touch with parents if there are concerns over missing work, or a lack of engagement with the lessons.

#### **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:

Feedback may take many forms, but will include:

- Written comments on pupil's work.
- Verbal voice notes left on pupil work.
- Digital answers provided from quiz work
- Answers provided to check progress.

### **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 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:

In this section, please set out briefly:

- Teachers will work hard to ensure the work they set for pupils with SEND is appropriate, and where possible, can be done with the teacher support online, or as independently as possible.
- Teachers will inform parents of any particular support their child may need.
- Keyworkers will check in with students and parents where further support is needed.
- Teaching assistants who support students in lessons will offer support remotely with work for that lesson.

### **Appendices Section**

#### **Delivering remote education safely**

Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from: •

[safe remote learning](#), published by SWGfL

- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning
  - the National Cyber Security Centre, which includes which [video conference service](#) is right for you and using video conferencing services securely
  - [safeguarding and remote education during coronavirus \(COVID-19\)](#) • annex C of [keeping children safe in education](#)
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