

## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to pupils 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 pupils 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 pupils being sent home?**

At Skinner's Academy we aim to deliver 5 hours of taught lessons per day. This is in accordance with the school timetable. The lessons will be set on Teams and the students will complete work on their class notebook unless otherwise directed by the teacher. This will come into fruition from the first full day students are sent home due to a bubble closure or lockdown restriction being brought in.

### **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, the Physical Education curriculum will focus on one active lesson per week (health and fitness based) and one theoretical lesson. As opposed to the normal practical curriculum we deliver in school.

## **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	5 hours per day in line with the school timetabled periods.
Key Stage 5	5 Hours of work should be completed per day, some being independent (in study periods)

## **Accessing remote education**

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

The main lesson will be taught through Microsoft Teams. The students will complete their work primarily through Class Notebook (One Note). Other Microsoft platforms may be utilised when appropriate, for example the use of Word to complete coursework.

### **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 your son/ daughter cannot access remote lessons due to not having the necessary device please contact the relevant Head of Year through the Edulink app:

Year 7	Mrs Kaur & Miss Ryan
Year 8	Miss Hua & Miss Bell
Year 9	Mr Ojo & Mr Smith
Year 10	Mr Legge & Mr Ojewunmi
Year 11	Mr Howe & Miss White
Year 12	Miss Ahmet
Year 13	Miss Clark

The Head of Year will send you a remote form complete and arrange for a laptop to be collected from school.

If you have a problem with internet connection, please contact the relevant Head of Year to discuss the potential supply of a dongle.

## How will my child be taught remotely?

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

- Live teaching (online lessons via Teams) will be used where possible.
- Pre-recorded explanations and videos.
- Pre-Set work via Assignments and Class Notebook to be completed when is ill.
- The use of online resources (e.g. BBC bitesize, Dr Frost) when we have partial bubble closures. Work will still need to be completed on Class Notebook or in the appropriate App.
- All other facets of Microsoft 365 when appropriate within lessons (as directed by specific departments)

## 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?

In this section, please set out briefly:

- The expectations of students are:
  - login to their lessons on time everyday
  - Complete all work that has been set in the correct format
  - To fully engage in the lessons (unmuting to answer questions, completing quizzes, asking questions) as they would if we were in the classroom.
  - Using the chat function with respect.
  - Use the department expectations videos to upskill yourself on how to be an effective remote learner.
- The way in which parents can support their son/ daughter:
  - Setting routines (time they get out of bed, eat lunch, take breaks) in accordance with the school timetable.
  - Help your child create a specific space in the house where they can work, with limited distractions.
  - Make sure your child has logged into their lessons on time.
  - Contact school via Edulink One (you can contact your child's Head of Year to get your login information if you have not yet logged into it) if there are any issues with the technology.

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

We will continually be checking student engagement through the following strategies:

- Attendance: if your son/ daughter is absent from any lessons you will receive contact from a member of staff in school.
- Live Lessons: engagement within the taught elements of the lesson, answering question and communicating with the class in a normal way. If this does not happen then staff will communicate this with you through the Edulink One app.
- Class Notebook: this is a live document which staff can check the work that your child is producing and feedback will be given on a regular basis to ensure progress is being made.

## **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 will be delivered in the most appropriate manner depending on the task, so strategies that will be utilised will include (this is not a full list as some department might have specific ways of feeding back to students):

- Verbal Feedback.
- Showing good work for peer assessment.
- Quizzes (using Microsoft Forms and other online platforms).
- Assignment marking grids (within Microsoft Teams).
- Written feedback within the Class Notebook.

## **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:

- TA support is still timetabled as per what is arranged on site. TA's are added to the remote learning lessons by the class teacher and they will support the delivery and differentiation of the class tasks. Under direction from the class teacher, TA's can help support pupils who require additional help using smaller breakout rooms where they can interact with the pupils via the microphone function or the chat function. In the breakout rooms they may use One Note to help scaffold questions or provide, instant feedback to written work submitted by the pupils.
- Pupils with more complex, additional needs have had supplementary arrangements provided by outside agencies, such as Complex Needs Teachers. All pupils who have an identified communication and interaction need, continue to receive their speech and language therapy sessions, and these are scheduled directly with the Speech and Language Therapist who conducts them remotely.
- Pupils needs continue to be discussed in pastoral and MDM meetings and TA's have been on hand to support queries via email. From Tuesday 2<sup>nd</sup> February 2021, Mrs Legge, the SENDCO at the Academy will be running virtual drop-in sessions between the hours of 10:00am – 12:00pm. These are 15-minute bookable meetings where parents can raise queries, discuss their child's special educational needs during this continued remote period, or simply, for an informal chat. To book a drop-in session please do so via the Edulink app.

## 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?**

At Skinner's Academy we will still expect students to engage for 5 hours per day:

- Students must login to the VLE at [www.skimmersacademy.org.uk](http://www.skimmersacademy.org.uk)
- Click the Remote Learning tab.
- Go to their year group.
- Go to their timetabled subject at that time.
- Click on the half term we are currently in
- In the table all lessons which are being taught in school on that day have a corresponding remote lesson (i.e. W.B. 25/01/2021 Maths lesson 1) and set work which needs to be completed and submitted you your teacher.