REMOTE EDUCATION INFORMATION FOR PARENTS

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Contents

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?

During the current situation, all lessons are provided through Microsoft Teams, every lesson is either uploaded or live and therefore will be available immediately.

When the Academy is closed to all but key worker and vulnerable children:
This may be in one of three ways;
- *Most likely - a pre-recorded lesson, which could be video-based or a presentation with voiceover recording. Students will work through at their own pace during the usual lesson time.*
- *Possibly - a live taught lesson on MS Teams where your child will watch the lesson being taught via video and be able to contribute with questions via their microphone or the chat feature.*
- *Sometimes - a mix of the above. Staff will identify a part of the lesson that will be delivered live and provide your child with pre-prepared material to work through at other times.*

When the Academy is open, but your child needs to self-isolate:
- *Most likely – lesson resources, which could be a PowerPoint presentation or video-based resources are uploaded to MS Teams. Students will work through at their own pace during the usual lesson time and can post questions which will be responded to within 24 hours.*
- *Possibly - a live taught lesson on MS Teams where your child will be 'called in' to the lessons which they will watch being taught via webcam and be able to contribute with questions via their microphone or the chat feature.*

Please see the details below on how to access this content.

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. Our aim is to provide the best education possible for our children. However, we have needed to make some adaptations in some subjects. The order in which some topics are delivered may change to ensure students working from home are not disadvantaged due to a lack of specialist equipment. There will also be changes in some subjects such as PE, where there will be a focus on fitness related activities for Y7 and Y8 or BTEC Sport coursework for Y9, 10 and 11

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 | The minimum expectation is 5 hours per day. Teachers will ensure that there is enough learning material and activities (including links to revision and extension activities) available to students for each 100-minute timetabled lesson.

We also try to consider the amount of time spent in front of a screen each day and as such some activities may be away from the screen to support this. |
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ACCESSING REMOTE EDUCATION

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

We use Microsoft Teams as our central online platform and in order to access the work, students will require a suitable device (laptop, tablet, phone, xbox/ps4), a quiet space to work with limited distractions and some basic stationary; pen, pencil, ruler, paper.

Students should log in to MS Teams via www.office.com or the MS Teams app. They need to use their Academy log in details:

username@yewlandsacademy.org
their password

They can also use these details to log into any of the other MS Office software such as Word, PowerPoint, Excel, Forms if they are required for the lesson.

In order to support learning, students may be directed to use a range of learning platforms; including Hegarty Maths, Times Table Rock Stars, GCSE Pod, BBC Bitesize and YouTube . If students are unsure of their log in details to access any of these platforms, help can be requested via the Learning Support email, or by sending a message to the individual teacher via the class chat function in Teams.

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 you do not have a suitable device available, or suitable internet connectivity, we will, in the first instance, look to loan you the equipment required to enable online learning.

In order to request support with this, you will need to email:

learningsupport@yewlandsacademy.org

describe the equipment or support you require, and ensure you include the student's name, form tutor and year group.

You will be informed if your request has been successful and an agreed collection date and time will be provided. There will be a formal agreement in place to secure the loan of a device which will need to be signed for upon collection.

If your child is off due to self-isolation and we cannot provide a solution for any IT issues, then we will provide paper-based resources. You will be informed of the details for collection of this work, hand-in of the work and any feedback arrangements at the time of the request.

If your child cannot access learning during lockdown, we can make arrangements for them to attend the Academy as a vulnerable learner.

How will my child be taught remotely?

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

Some examples of our remote teaching approaches:
- *A pre-recorded lesson (during lockdown), which could be video-based or a presentation with voiceover recording. Students will work through at their own pace during the usual lesson time. Teacher will be available live at the time of the lesson.*
- *A live taught lesson on MS Teams where your child will watch the lesson being taught via video and be able to contribute with questions via their microphone or the chat feature.*
- *A mix of the above. Staff may identify a part of the lesson where they will provide live input via the Teams meeting facility and allow your child to access pre-prepared material to work through at other times.*
- *Use of external content such as Oak National Academy lessons, GCSE Pod, Hegarty Maths, BBC Bitesize, BBC Bitesize Daily*
- *Reading books that students may have at home*
- *Revision guides or workbooks and worksheets*
- *Printed paper-based work packs (upon agreement)*

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?

Expectations for students' engagement with remote education:

All students are expected to log into Microsoft Teams every day (Monday to Friday).

During the day they will need to do the following:

8.40am (approx) –Join the live tutor time meeting to register their attendance at school for the day. Students who do not attend this session are recorded as absent.

From 9.05am onwards students should access their timetable lesson via Microsoft Teams, ensuring that they respond to any posts from the teacher via the chat function.

- *9.05am – Period 1 (100 minutes)*
- *11.00am – Period 2 (100 minutes)*
- *1.10pm – Period 3 (100 minutes)*

Students should complete all the work set, making sure that they follow all the teacher instructions for the assigned task and join any live sessions. Where a voice-over presentation is being used, students are expected to listen to the instructions on each page and complete the tasks as directed. It is expected that students will use the full 100 minutes of each lesson to ensure the work they produce is completed to the best of their ability and is of a good quality. For the teacher to assess the students' progress, all work must be submitted at the end of the lesson. A student will be recorded as not engaging in learning if there is no evidence of any work being completed.

This applies unless the Academy is closed i.e. holidays; they are too ill to work; or there is another issue that prevents them from working on a given day. If a student is unable to attend their lessons due to ill health, medical appointments, bereavement etc. the absence should be reported as normal.

Expectations of parental support:

In the event that your child is unable to attend school, you must report the absence to the Yewlands attendance team for each day that the child is absent.

Setting routines to support your child's work at home, including (where possible) providing a quiet place to work with limited distractions.

Checking that your child has completed and submitted all work for the day

Checking that your child has accessed any feedback and responded accordingly

Encouraging your child to join live sessions and ensuring they are ready for their 8.40am form tutor live session

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

*We will monitor the levels of engagement of **every child, every day**, to see:*

The number of sessions accessed by the students. This is recorded in minutes per day. For a student to be meeting the 5-hour requirement, they should record 300 minutes per day.

If work has been completed and submitted on MS Teams to the best of their ability. All work should be submitted to Teams so that the teacher can assess the learning and address any misconceptions etc.

If there has been full participation in tutor time and any live lessons.

A key part of our communication strategy involves the use of Edulink. Where a child is not engaging, we will send out messages via EduLink and email, to inform you that your child has not engaged with their remote learning. Where a child is engaging, we will issue positive achievement points for effort and engagement which can be seen on the EduLink platform.

As such, we strongly advise that you download the EduLink app (further details on the parent section of the [Academy website](#)), so that you can be kept informed about your child's engagement with learning. Additionally, we will be sending messages via email where we have a correct email address recorded on our system.

We will also make phone calls to discuss any concerns and offer any support where required if your child is not engaging with their remote learning.

*The information we collect is generated from the **previous working day**, so the contact you receive on a Tuesday for example, may relate to the Monday, however some class teachers may phone on the same day if they notice a child is absent from their remote lesson.*

*Where there are concerns with a **persistent lack of engagement** with remote learning, the Academy will contact you directly to arrange for your child to return to the Academy.*

The same will apply to a child who is accessing their learning via any provided paper-based work packs. If the hand in expectations outlined when collecting the work are not met, then contact will be made with an expectation that work will be completed and handed in.

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 feedback is as follows:

Students will receive feedback at least weekly and, in most cases, they will receive some feedback every lesson.

Feedback can take many different forms, the list below is not exhaustive, but does give an indication as to the types of feedback your child may receive:

- *Whole class feedback – A general summary of things students did well and themes for improvement on a particular piece of work or topic*
- *Immediate verbal feedback in live lessons*
- *Immediate comments on work through the chat features on MS Teams*
- *Immediate feedback from software where the feedback is automatically generated e.g. a short quiz in MS Forms*
- *Feedback through GCE Pod and Hegarty Maths assignments*
- *Written feedback from staff for work that has been submitted correctly in assignments*
- *Self-assessment feedback using criteria given by the teacher to check your own work*
- *Questioning in lessons, live or pre-recorded with live chat support*

Students working with paper-based work packs will be given further instructions regarding handing in of work and feedback upon collection of the resources.

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:

How we work with families to deliver remote education for pupils with SEND

- *The Academy remains open in the case of a national lockdown to vulnerable students and those with key worker parents/carers. Students with additional needs may be able to continue their attendance to the Academy as normal and access our on-site provision. Members of the SEND team will support your child in this provision. Where parents/carers feel that their child would benefit from being in the Academy due to their additional needs, they will need to discuss this with the SEND team.*

- *If your child is remaining at home and completing remote learning, the SEND team will contact you and your child at least weekly for a check-in. They will also be able to answer any other Academy-based questions or put you in contact with someone else who can help.*
- *Teacher's plan for the individual needs of the students in their class, so if your child is struggling, please let us know by contacting the learning support email address (shown at the bottom of this section*

Here are some tips to support home learning:

- *Keep your child in a routine, it is really important to get them up and ready each morning as they would for school. Structure and routine are good and mentally it prepares us for the day ahead.*
- *If your child is feeling stressed with school-work online then give them a break, it is okay to take a break from learning and it is okay to not complete the work all in one go.*
- *Break up the work into smaller chunks and, if you can, use a visual cue or "now and next" board to show them what they have to do. You can create your own or we can help you make one.*
- *If they need it, use a timer to give them a clear start and finish time for each activity or lesson. You can use a phone, online timers, such as the one here - https://www.online-stopwatch.com/ or you can buy one online.*
- *Encourage your child to use Immersive Reader in MS Teams if it helps. This only works with text but can help make the work more accessible by increasing the size of the text and reading text out loud.*

If your child is struggling to understand or keep up with lessons, do please let us know via the learning support email address or your regular contact within the SEND team. We may need to plan for your child to attend the Academy in this case.

During a national lockdown, we are committed to ensuring that our Annual Review process will continue to be the same rigorous and high-quality review process as normal, however there will need to be adjustments to the logistics of the process to ensure compliance with COVID-19 rules.

If you require any further information on anything above, please do not hesitate to contact us at:

learningsupport@yewlandsacademy.orgstating the name of your child and marking the email for the attention of the SEND team.

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?

The differences for students who are self-isolating are outlined in the document above.