



Sharing information about our remote education

January 2021

This document is designed to help share relevant information with pupils and parents or carers about how we will provide remote education. It is here to support understanding of what pupils, parents and carers should expect during periods of school closure and should be read with the following policies

Blended Learning Policy
Teaching and Learning Policies
Curriculum Statement and Policy
Safeguarding Policy
SEND Policy

Signed:

Headteacher

Date of document	13 January 2021
SLT lead	Deputy Headteacher – Curriculum, Data and Standards
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SCHOOL ETHOS AND VALUES

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect

These core values underpin our policies, procedures and the way we treat one another in our community.

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 if 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

Students will mostly be following their normal school timetable with slight amendments. The lessons will be scheduled in Microsoft TEAMS by the teacher. We will constantly review the number of online lessons being run as well as the quantity of work being set to support our community.

What should my child expect from immediate remote education.

Lessons will be available to students to join via TEAMS

Students will be sent paper based work if they are unable to access work online

Work will set on ClassCharts and/or TEAMS. Mathematics work will also be set on the platform hegarty.com

Completed work can be uploaded via ClassCharts or TEAMS

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 will teach the same curriculum remotely as we would have done in school wherever possible and appropriate. However, we reserve the right to make some adaptations in some subjects if this best supports students learning

For example, in mathematics, if the topic of construction was planned then this may be postponed for later in the year. In science, if practical's had been planned, then a textbook topic will be taught.

All the curriculum maps linked to our Sexey's Seven can be found on our website [here](#).

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:

Secondary school-aged pupils not working towards formal qualifications this year	Minimum of 4 hours This includes TEAMS lessons and independently set work
Secondary school-aged pupils working towards formal qualifications this year	Minimum of 4 hours This includes TEAMS lessons and independently set work

Accessing remote education

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

<p>Pupils will access lessons online using Microsoft TEAMS</p> <p>Further independent work will be set on Classcharts, and in certain subjects in TEAMS as well.</p> <p>Students are able to access a Well Being App through ClassCharts</p> <p>Mathematics independent tasks will be set on Hegarty Maths</p> <p>Science independent tasks will be set on Seneca</p>

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:

<p>During the previous lockdown we were allocated 6 laptops that went to year 11 and 10 disadvantaged students who required one to support their learning</p> <p>We lent out 5 reconditioned laptops, either donated or from our own stock</p> <p>During the lockdown in January, we were allocated 15 laptops which went to disadvantaged students in Years 7 to 13.</p> <p>Laptops are distributed by looking at disadvantaged students first and then by looking at the year group they are in, with examination classes at the top. Definition of Disadvantaged here</p> <p>Students are able to attend school if they are within the criteria of vulnerable children and young people as defined by the Department for Education here</p>
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If students do not attend school and for those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study), we will provide paper based copies of the work for parent/guardian to collect.

Work can be submitted via ClassCharts or TEAMS, which will be made clear by the teachers. If students have been provided with paper based work that will be returned for the teacher to collect after a period of quarantine.

How will my child be taught remotely?

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

We use a variety of approaches to enable all our students to access their education.

Below is a list, not exhaustive, of the different methods we use to teach students remotely

Microsoft TEAMS

Recorded teaching e.g. Oak National Academy lessons, BBC Bitesize

- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home

Hegarty maths

Seneca website

Short-term project work and/or internet research activities e.g. for Design Technology and Food and Nutrition

Twitter for Well Being and Physical Education, while also providing 'at home workouts' and a spreadsheet to complete with a range of endurance and strength exercises, linked to our House system to encourage participation.

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 students to fully participate expectations for pupils' engagement with remote education.

Parents can be checking that students know what lessons they have on any given day and then check that they are engaging during the lesson.

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

Registers will be taken every lesson and our pastoral team will contact students who are not engaging to see what support can be put in place.

The Pastoral Support team continues to support students virtually.

Tutors identify students who are not registering for tutor times and in each lesson. Teachers monitor student engagement in lessons. In the first instance tutors and teaching staff follow up concerns with individual students and families. Where barriers are identified that need additional support the Head of Year shares concerns with the Pastoral Manager and together, they identify and arrange an appropriate support offer. This offer is shared with parents/carers and the student and implemented. Virtually the pastoral team are supporting students through email, phone calls and where necessary in 'Teams' calls.

Students with Special Educational needs will have weekly, personalised contact with their key adult. Additional Support for pupils with particular needs is detailed in the following section.

Where engagement is a concern for SEND students, the same process would be followed as for any other student. Tutors and Head of Year to contact initially followed by intervention from the SENDCO if required.

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:

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Teachers can give feedback in a variety of methods that best suit the teacher and the student and should be in-line with the schools marking policy.

Feedback can be shared via ClassCharts, TEAMS or e-mail.

All schoolwork, including independent tasks, should be completed to the best of the pupil's ability and returned to the relevant member of staff by the deadline set.

Schoolwork that is submitted should be marked in-line with school policy (Marking and Checking Policy; Recording and Reporting Policy; and Feedback Policy) and returned to the pupil once marked.

The school expects pupils and staff to maintain a good work ethic and a high quality of work during the period of remote learning.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if there are concerns over their child not completing their schoolwork or that their standard of work has noticeably decreased.

Work that cannot be completed for genuine reasons will have the opportunity to be completed when the pupil returns to school.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with their line manager as soon as possible.

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

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:

Students are able to attend school if they are within the criteria of vulnerable children and young people as defined by the Department for Education [here](#)

Sexey's School recognises that school is a protective factor for children and young people, and the current circumstances, can affect mental health and safety of pupils and their parents and carers.

We have undertaken a scoping exercise to identify the most vulnerable children. We have put in place specific arrangements in respect of the following groups:

- Looked After Children – Assistant Head, Pastoral to make contact weekly with Carers, student to be contacted weekly by member of the Pastoral Support Team.
- Previously Looked After Children – Student to be contacted weekly by member of the Pastoral Support Team.
- Children subject to a child protection plan – Weekly planned liaison in addition to as needed by DSL with Social worker, weekly contact with Parent

and student by member of Pastoral Support Team. Student voice to be heard by a member of staff each week.

- Children who have, or have previously had, a social worker or – Weekly planned liaison in addition to as needed by DSL with Social worker, weekly contact with Parent/Carer and student by member of Pastoral Support Team. There is an expectation that children with a social worker must attend school (or another school by arrangement), unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.
- Children with an EHCP – Weekly contact from member of the SEND TA team with student to offer support with remote learning. Named key worker in place.
- Children supported by CAMHS – weekly contact by Pastoral Team.
- Children on the edge of social care or who are supported by a Level 3 agency involvement or pending allocation of a social worker – Student to be contacted weekly by member of the Pastoral Support Team. Where required these children will be offered a place at school (or another school by arrangement).
- Pupil Premium Student – weekly contact by Pupil Premium coordinator or teacher who is supporting the coordinator.
- Free School Meals – Vouchers or food boxes provided
- Other children the school considers vulnerable. More children may be added to this group in response to concerns raised with the DSL. These children can be offered care at school if required and if at home will access weekly contact via email or phone by member of the Pastoral Support Team.

Where appropriate individual support plans will be shared with other agencies involved in each students care, including their social worker and the Virtual School Head for Looked After and previously Looked After Children, families supported by PFSA, FIS, School Nursing Team and CAMHS.

In addition, the following groups have specific arrangements around contact and support from the school.

- Children of key workers who may attend school – weekly email to see what their plans are around attendance for the week ahead, remote learning, in school support when they attend. Children at home – remote working, weekly email and contact from HOY as needed. All Plans will be reviewed at the end of the initial 2 week period and then monthly thereafter.

The school will share relevant safeguarding messages in the end of week emails, on its website and social media pages and in newsletters.

All staff have an out of office message with clear links to support and advice for young people and their families.

Students who have an Education, Health and Care Plan are expected to attend school and a place is available for them.

Remote learning tasks will continue to be differentiated by the class teacher and supported by the teacher or Learning Support Assistant (LSA) (under the teacher's direction).

The following arrangements are in place to support learners with remote learning:

- Students with an EHCP or in receipt of Wave 2 support have weekly contact with a member of the SEND team to offer support with remote learning. Contact is from a named keyworker.
- LSAs attend live lessons via TEAMS and offer support to students with SEND by:
 - Responding to questions in the chat forum.
 - Leading a smaller “break-out” group for a specific task.
 - Providing differentiated resources and support for independent tasks set via email or phone communication.

Specific interventions that are ‘additional to’ or ‘different from’ what is widely available are continuing but have been adapted to be delivered in a virtual environment (this includes interventions for literacy, numeracy and social skills).

Teachers, students and parents have been made aware of assistive technology resources (such as read aloud and text to speech) for different devices. Students using Texthelp software can continue using this on devices at home; guidance on how to install this is available on the school website.

Students and parents/ carers can access signposts for support on the school website including the Educational Psychology Service Parent Helpline.

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 students are self-isolating, there is no difference to the information provided above. Students will be able to access a TEAMS lesson that will be run by the teacher in school. If the teacher is also self-isolating, if able to, they will still run the lesson from their home with a cover teacher in the classroom. Therefore no education lost.