Remote education provision: information for parents

This information is intended to provide clarity 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.

The remote curriculum: what is taught to students at home

A student's first day 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 young people being sent home?

When a student has to isolate, the school will provide work via Microsoft Teams. If the student is an individual affected or part of a small group, learning activities will be uploaded to a Teams Channel clearly labelled with the date and with instructions for completion. If a full group or bubble has to isolate, we will switch to asynchronous or synchronous teaching via Teams. Work will be provided for each curriculum lesson following the timetable the student would follow in school.

In addition, students in Key Stage 3 have a Learning Beyond the Classroom booklet containing additional learning challenges. All Key Stage 3 and 4 students also have access to Sam Learning, for quizzes and supplementary home learning activities.

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 may need to make some adaptations in some subjects. During lockdown for example, in PE there are a range of activities for students to complete which include some practical and some theory; in music, we have been able to use some web based materials as students are learning through electronic devices.

- The sequenced curriculum, underpinned by the Wolfreton Curriculum Principles, is available to parents and students and will be update online.

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	5 hours
Key Stage 4	5 hours

Key Stage 5 students will also follow their normal timetable studying 5 hours per subject. Expectations of independent study remain the same as when we are in school.

Students in examination year groups may also receive additional homework to support their preparations for the summer.

Accessing remote education

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

Wolfreton uses Microsoft Office 365 and Teams to deliver remote learning. Each student has a Team for each of their subjects and lessons are delivered through a blended learning approach of asynchronous and synchronous materials, as well as independent study activities.

In addition, all students have access to a range of online resources. Sam Learning is available to all year groups and covers the vast majority of subject areas. In Maths the students are further supported through Hegarty Maths and Maths Watch. In Science, the students are provided with some study through Seneca and Tassomai and in PE, some work is completed with EverLearner. GCSE Pod is also widely used at Key Stage 4.

When these wider platforms are used, students are instructed initially via Microsoft Teams. Students have been previously taught how to access these materials to support learning in 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 not all students have suitable online access at home. To gain an accurate picture, we have surveyed families however we also ask that parents or carers update us if their child's situation changes. Where students do not have suitable online access, we take the following approaches to support them to access remote education:

Issuing laptops / tablets

The school received it's allocation of DfE laptops and these have been distributed to students in receipt of the Pupil Premium in-line with guidance. We have supplemented this stock by converting the laptops ususally used in school Computing lessons and these have been loaned to any students regardless of group.

We know that students are, in some cases, joining lessons through a mobile phone or a tablet. We have provided video support for this different type of hardware. We know that access through a mobile phone has some limitations and are prioritising these students in the next round of resourcing. We have used some of the Catch Up funding to purchase iPads but continue to wait for these to be delivered. Once these have arrived in school, we will be able to distribute these.

We have a homelearning@wolfreton.co.uk email address where parents and students can contact the school regarding issues related to resources and in addition we have an enquiries@wolfreton.co.uk email address for general support.

Supporting WiFi access / issuing dongles

The school received a number of DfE dongles and these were provided to students in receipt of the Pupil Premium who had no access to WiFi. We have purchased additional dongles to support learners without WiFi who did not receive a DfE dongle.

Where students are relying on mobile data to access remote learning, we can apply to those mobile providers who are proviing data uplift support. Pastoral Managers are checking WiFi connections as part of their pastoral calls to help us identify any students using mobile data as we work to support all to participate in the online classrooms.

The email addresses above should be used to report any difficulties.

Paper based work

We prioritised getting all of our young people online to support equality of access. If an individual situation changes and you think you may need access to printed resources, parents /

carers should contact the school using the email addresses above to see if we can support online access.

The vast majority of students are working digitally and are saving their work on their OneDrive, provided as part of the Office 365 package. Students who are working on paper rather than on a device for completing documents are asked to photograph work and email it to their teacher using their school email account. Students are also creating their own folders to bring additional independent work back into school on their return.

If a student has no access to online materials and we were unable to resolve this, we would then provide a paper version of work if absolutely necessary or provide the student a place in school.

How will my child be taught remotely?

We use the following approaches to teach students remotely:

At Wolfreton we use Microsoft Teams to deliver learning remotely and we have adopted a Blended Learning approach.

Every student belongs to the relevant Teams for their own classes and teachers upload materials to the Files section of the Team for each lesson.

During a lockdown or whole bubble isolation, teaching is a blend of synchronous and asynchronous delivery. The majority of lessons are delivered live and are recorded to allow students to access the lesson at a different time if necessary.

When an individual or small group is isolating, there may be some asynchronous content or video materials from other providers used to support learning along with bespoke work set for that class which mirrors the work completed whilst the rest of the class are in school.

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 complete the lessons either at the specified time or, subject to individual circumstances, when IT access allows via the recorded lesson in Teams.

Wherever possible, it is valuable for the students to join in the live lessons to enable interaction with their class teacher. This will allow them to ask questions, receive verbal feedback and interact with their peers.

We encourage families to find a suitable place at home for their child to work and to encourage them with their work. We are following the normal school day timetable and good routines, including being prepared at the start of the day and taking break and lunch when scheduled would be most beneficial. We have asked teachers to finish the live content 5 minutes prior to the end of the lesson to allow for a comfort break and a screen break.

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

Attendance

We are using ClassCharts to register students each lesson, to monitor attendance at online lessons and for submission of work. Each morning, registers are reviewed and an adjusted 'first day absence alert' text will be sent to parents / carers if a child has not logged on. Adjustments may be made if we know a child needs to access learning asynchronously. In addition, parents can check individual lesson attendance using the ClassCharts Parents App.

The school is contacting home if students are not present in a lesson. Teachers continue to follow up with students in their classes and we are tracking this across the school more widely with the Pastoral Team making phone calls home to address non-attendance.

Engagement

Teaching staff set interactive activities to develop engagement online and reward students who are proactively participating in the lesson through the chat, through dialogue and through the submission of work. Parents can see House Point rewards for Excellence, Endeavour and Respect on ClassCharts. Where a child does not engage or submit work, class teachers will discuss this with the faculty leader and follow up with parents.

If a student fails to attend lessons online we will make contact to see what support is needed and to understand any challenges your child is facing to enable us to support appropriately. Support may be with the provision of hardware, or to identify issues with access, for example that a student is learning at an alternative time, to identify and resolve any other issues that become apparent.

How will you assess my child's work and progress?

Feedback can take many forms and will not always mean extensive written comments for individual students. 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 student work is as follows:

During remote learning, we will continue to follow the Wolfreton Feedback Policy and the Subject Specific Feedback Procedures, in the same way as when we are all in school. This means subject teachers will be giving regular and meaningful feedback to their classes and it will take a range of forms.

Immediate feedback may be provided within the lesson. Each lesson will include some activities or questioning to help students retrieve their knowledge from prior learning. In Teams, we use Forms and Polls as well as other quiz resources and questioning to elicit a picture of the understanding and to provide immediate feedback.

We will not mark every piece of work, but will direct students when they should submit work for feedback. Students can submit work through sharing a file in OneDrive, emailing their Teacher, within Class Notebook or Assignments or by sending a photo of their work.

When work is submitted for marking, teachers may provide individual or whole class feedback during the next lesson. This whole class approach can be used to feedback on a piece of work and students will be directed to the relevant contact from this.

At set points, teachers will set Key Marked Work that will be assessed more formally; students will receive written feedback on Key Marked Work. This feedback will include a TIF (To improve further) and will require an MRI (My Response Is) to ensure they engages with this feedback.

Each department has identified and strategically positioned Key Mark Work within the curriculum sequence to support and embed knowledge and skills. There is no set frequency for this as each subject has different curriculum time. Subject Specific Procedures outline this in more detail.

Additional support for students 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 students, for example some young people with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at

home. We acknowledge the demands this may place on families and we will work with parents and carers to support students with such needs in the following ways:

SEND is reponsibility of all teachers in school and this remains so for remote learning.   Class teachers know and endeavour to continue to make reasonable adjustments for students to support their SEND. In addition, Teaching Assistants continue to offer support, albeit in a different form.

Each Teaching Assistant is working to support an identified group of SEND students. The TA is in regular contact with the teachers of the students they have oversight for and will provide specific support on a bespoke basis. Teaching Assistants may also join remote lessons.

When in school, the Learning Support Team work with small groups of students and this work is continuing online wherever possible. Small group work will be targeted to provide more tailored provision. These sessions will support with key skills and will provide more in depth support with work set via the class teacher. These sessions will be delivered via Teams for those students who are remaining at home.

In-line with guidance, all students with an Education Health and Care Plan have been offered a place in school. In school, students with an EHCP, and other SEND students attending as part of the critical worker or vulnerable group, are supported face-to-face by a Teaching Assistant. In school, we have provided an alternative learning support area for each bubble so the Teaching Assistant can provide responsive support with bespoke activities away from the online teaching group. The SENDCO has provided a range of materials to support with this.

The Learning Support Team are in regular contact with families to support pastorally and to provide bespoke materials and adjusted resources. Parents should contact enquiries@wolfreton.co.uk if they would like further information about Learning Support. Enquiries should be marked 'FAO The SENDCO'.

Remote education for self-isolating students

Where individual students 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.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

When an individual is unable to attend school due to self-isolation, work will continue to be set through Microsoft Teams. This will follow the whole school curriculum and will be provided for the full timetable. Work set will however be independent learning and will not typically include live learning.

Students can share their work with their teacher in the same ways set out above and will receive feedback in the same way.

In some cases, the teacher may be able to set up a live meeting to support the isolating student whilst working with the rest of the class in school. This will not typically be possible due to on-site teaching commitments.