

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

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?

We hope to have our full remote education provision in place from the first day that students are sent home. If this is not possible for any reason, students will be sent instructions via their school email. Please ensure that they check this from their first day at home.

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 and students are expected to follow their normal school timetable where possible, including tutor time from 8.40am. Some subjects may look a little different when taught remotely, for example practical subjects such as Art or Performing Arts may have to set less practical work, however all subjects will provide learning for every lesson on a student's timetable.

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:

<p>Secondary school-aged pupils not working towards formal qualifications this year</p>	<p>Students are expected to complete approximately 5 hours of learning each day (6 x 50 minute lessons). Some independent work may also be set on occasions, for example Accelerated Reader tasks, but these will be minimal.</p>
<p>Secondary school-aged pupils working towards formal qualifications this year</p>	<p>Students are expected to complete approximately 5 hours of learning each day (6 x 50-minute lessons). Independent work is also likely to be set, for example assessment questions or creation of revision resources. Class teachers will set these to be completed outside of lesson time as appropriate.</p>

Accessing remote education

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

All student work will be set on Microsoft Teams. Students can access this using their school Office 365 log in. A video explaining how to access Teams is available here: [Teams Help Page](#) Students have also been emailed a PowerPoint that reminds them how to access 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:

Where possible, we will loan laptops to students who need them, prioritising disadvantaged students. Where siblings both need a device, they will be asked to share one school laptop. If your child requires a school laptop, please email us at enquiries@gshs.org.uk or ring school and ask for your child's Guidance Manager to contact you.

Should we not have enough laptops to meet demand, we will post paper packs of work to students. These will not exactly replicate the learning that students are doing on-line, but they will be relevant and designed in such a way that students should be able to work through them independently. Where students are completing work on paper, we would ask that evidence of this work is sent back to school at regular intervals, for example fortnightly, so that teachers can monitor student progress. If this is not possible, please ensure that your child brings all their work with them on their return to school.

How will my child be taught remotely?

We use the following approach to teaching pupils remotely:

All work will be set via Microsoft Teams in advance of timetabled lessons. Work should include a narrated PowerPoint for students to work through; this ensures that all students can access the same learning at a time that is convenient to them. Our rationale for this is based on research by the Education Endowment Foundation (EEF) which found that videos are at least as good as live explanations in a remote learning context, partly because students can listen to them more than once and also because they can work at a pace that suits them, which facilitates support and challenge for all students. The EEF's research also concludes that, whether videos are live or pre-recorded makes no difference to learning, rather it is the quality of explanations and tasks set that enables students to succeed. In addition, student feedback following the first lockdown showed overwhelmingly that students felt that the narrated lessons supported their learning and helped them to make progress while learning remotely.

Lessons are live and will begin at 8.55am as normal. During their timetabled lesson times, teachers will lead the lesson via the Teams Chat function wherever possible. Students should log into Teams and join the lesson they have on their timetable. Where teachers are unable to lead the lesson 'live' they will still provide work, usually including a narrated PowerPoint, for students to work through.

Students should share their work with their teachers electronically if possible. Not all work will be marked, just as it would not if they were in school, however teachers will respond to work submitted. In addition, during the period of remote learning there will be clearly identified pieces of work in each subject that will receive more formal feedback for students to respond to. The frequency of this will depend on the contact time for that particular subject.

There are also a range of excellent electronic resources used within different subjects that students can access to supplement their own learning. These include GCSE Pod, Seneca and Quizlet. If students are interested in accessing these resources for a particular subject, they should ask their class teacher which are most appropriate.

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?

Students are expected to follow their school timetable, at the designated times, beginning with registration at 8.40am and ending at 3pm. However, where they are unable to do this for any reason, for example due to shared IT, they will still be able to access the work in Teams and should aim to complete some work for every lesson they would have had that day.

We would appreciate you ensuring that your child has a quiet space in which to work and that they have the appropriate equipment: a computer and / or pens, pencils and paper. Please encourage your child to make contact with their teachers and peers on the Teams Chat so that they feel actively involved in their lessons. We would also recommend that you ask them about the subjects that they have been studying that day to give them an opportunity to talk through their learning, which helps to consolidate it.

Break time for all students will be from 10.45 to 11.00am and lunch time will be from 12.50 to 1.20pm. We would appreciate you helping your child to stick to these so that they do not miss lesson time.

Please speak to your child about appropriate online learning behaviours, particularly regarding the Teams Chat function. We ask that you remind them that it is important to be respectful towards both teachers and students and that they have a responsibility to not disrupt the learning of others, just as they would not in lessons.

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

Students should share their work with their teachers electronically where possible. Not all work will be marked, just as it would not if they were in school, however teachers will respond to work submitted.

Teachers are asked to identify any students who are not engaging with work on a weekly basis. Where we have concerns about student engagement in a number of subjects, a member of the pastoral team will call you to discuss this. This could be their tutor, the Achievement Support Co-ordinator or the Guidance Manager.

If the period of school closure is longer than two weeks, tutors will be asked to make welfare calls to the students in their tutor group. These will help tutors to understand and address any issues that students might be having that affect their engagement with their work.

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:

Microsoft Teams has a feedback function whereby teachers can respond to student work. Not all work will be marked, just as it would not if they were in school, however teachers will respond to work submitted.

During the period of remote learning there will be clearly identified pieces of work in each subject that will receive more formal feedback that students will be expected to respond to. The frequency of this will depend on the contact time for that particular subject.

Teachers will also make use of quizzes on digital platforms, student self-assessment of work and whole class feedback, as appropriate for their subject.

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:

Our Individual Needs team will make regular phone calls to SEND students to ensure that they are supported during a school closure. They will also be responsible for adapting any learning that students are struggling to access and / or talking through tasks with students on the phone to support their learning.

On the Teams Chats, Teaching Assistants are able to log onto the chats to support individual students, just as they would in physical lessons. They will do this as appropriate.

Resources sent by the Dyslexia team will be made available so that students can access their individual programmes at home, where appropriate.

Meetings with professional agencies will continue to enable us to best support students.

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 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?

Students who are self-isolating while others remain in school will be emailed work packs to use during their period of isolation. These packs are not identical to the work that students are doing in school but are relevant and are designed to be worked through independently. Students should find the tasks that most closely replicate what they have recently learned in lessons and work through them.

Students should email their teachers with any work at least once a week, so that teachers can monitor student progress and provide some feedback.