Remote learning and teaching provision: information for parents and carers

This information is intended to provide clarity and transparency to students, parents or carers about what to expect from our remote education during school closure. For details of what to expect where individual students are self-isolating, please see the final section of this guide.

a) The remote curriculum: what is taught to students at home

A student'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 students being sent home?

> Your child is expected to follow their normal school timetable and engage in our blended approach to remote learning by either:
>
> - **Live lessons** (via Microsoft Teams)
> - **Emailed instructions and learning activities** (sometimes accompanied by teaching video segments).
> - **Q and A sessions** - teachers may also create Q and A drop-in sessions (again via Microsoft Teams) so that students with any queries about a given assignment can ask questions live with their teacher within the lesson period that they would normally have for their lesson within the timetable.
>
> Students should keep **organised** by checking their emails and Microsoft Teams calendars regularly to check what approach each teacher is taking that most effectively teaches the subject, theme and teaching strategies in any given subject and lesson period. We are very mindful of both student and staff family circumstances and the limitations this can create.

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?

> Our subject faculties are highly skilled in curriculum design and will take a variety of approaches to ensure the best possible learning experience with a remote curriculum and the subsequent recovery curriculum, once we return, can takes place. Teaching will remain the same curriculum remotely as we do in school wherever possible and appropriate. However, we have understandably needed to make some adaptations in some subjects based on the complexity of the subject matter or the feasibility of undertaking practical elements remotely.

b) 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, 4 and 5	In all Key Stages students will be provided with teaching or instructions, learning activities and time to respond to feedback that are approximately equivalent to the normal school day (five hours of learning time). Students will also have one live mentor period each week with their mentor or mentors and their fellow mentees.
	In addition, students will be expected to engage with homework assignments typical to what they would normally receive during a normal school day. These will be set on SIMS in the normal way and avaialable to students and parents and carers through the SIS Student app and SIMS Parent app, respectively. Homework is defined as learning activities that are set for completion after the normal school day (3:30pm) has finished.

C) Accessing remote education

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

Online remote learning is accessed primarily through:
- **Microsoft Teams** (for live lessons) and
- **School email** (Outlook) for emailed instructions, learning activities and sometimes teaching vide segments.
- **Websites**
- **SIMS** is used to communicate any homework assignments in the usual way

Some subjects are utilising the school VLE (virtual learning environment) which can be accessed from the school's homepage.

Students should be fully aware of what approach is used in each subject area. Where they are unsure, they must contact their teacher immediately by email and politely request this information.

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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

Insufficient access to a device and the internet

Parents and carers of students without access to remote learning, whether this be absence of a device and/ or internet access, were requested to complete a survey in Autumn 2020 to identify these needs. This survey has created a group of students identified as needing devices and or routers and dongles. The rollout of these devices is taking place. In addition, on a case-by-case basis we consider individuals struggling with access from home to be added to our priority school.

If circumstances have changed and your child no longer has access to technology or the internet during the school day or you did not complete the survey mentioned above, please contact Martina Milowiz: mmilowiz@dronfield.derbyshire.sch.uk

Technical support is readily available from our school website. If the required information cannot be found in one of the many guides, please email the IT helpdesk: https://helpdesk.dronfield.derbyshire.sch.uk

Packs of hard copy resources have previously been provided for a small group of students. This is again on a case-by-case basis. Please contact Martina Milowiz (see email above) if this is something we should consider for your child and home situation. Our overall aim, through the catch-up funding, is that we have universal digital access to our remote learning provision as soon as possible.

How will my child be taught remotely?

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

As previously mentioned, all Curriculum Leaders and subject teachers will continue to use their expert professional judgement to decide on the learning and teaching approach the best suits their subject curriculum and specific classes, respectively. This decision will be based on the subject matter, the most effective learning and teaching approach during school closure, providing a variety of blended learning approaches, a level of interaction and being mindful of student and staff screen time and wider well-being.

Approaches include:

- live lessons via (Microsoft Teams)
- emailed instructions, learning activities and feedback
- teaching video segments (attached to an email of instructions and activities)
- age-appropriate educational videos available online (e.g. YouTube)
- use of formative assessment websites such as Educake and Kahoot)

D) 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?

All students are expected to fully engage with the remote learning and teaching that is being provided. **Students are expected** to:

- **Be organised** ahead of lessons and mentor periods, knowing what approach the teacher plans to use and checking emails and their Microsoft Teams calendar
- **Be ready** to learn with all of the equipment and resources that they need for a given lesson
- **Be punctual** to live lessons and starting emailed learning activities. SIMS registers will be taken to track attendance to live lessons and our House Support Managers will contact families where full attendance is not taking place
- **Be responsible**. If your child is unable to attend a live lesson (e.g. due to a dentist appointment) they must continue to take responsibility and email their teachers and their House Support Manager
- **Be resilient**. Where your child is uncertain about a specific learning activity, they should check all the available information provided by the teacher first. If this does not reach an answer, they should contact their teacher by email or request in the live lesson chat area to remain back and speak to the teacher at the end when all other students have left to have their screen break. Mentors, HSMs and HPLs may also be valuable to speak to – depending on the situation
- **Be reflective.** Consider whether their work _shows their best_ and where not to improve it further (within the time available). Student should talk through their learning with other people at home to help them to articulate their thinking and consolidate their understanding. They should share any concerns they have with other members of the family and discuss possible next steps. Where the issue cannot be solved, please contact the relevant staff. When feedback is given, ensure that they act on this feedback and make the necessary and significant improvements to demonstrate what they can now do.
- **Be well.** Students should also be mindful of their mental and physical well-being. Students should fully utilise the screen breaks we build into lessons. They should also follow the 20-20-20 rule of every 20 minutes looking at something 20m away (or as far away as possible) for 20 seconds. Taking regular exercise before school, at lunchtime and after-school is also important. Our website has further guidance and weblinks.

Parents and carers are encouraged to support their child with the learner habits and character traits mentioned above. We are grateful for any time that you can provide around your own work and family commitments.

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

We will check that your child is engaging in the learning activities that we set by one or more of the following:

- **Attendance registers** for all live lessons and follow-up open-minded communications by House Support Managers where there is non-attendance, to ascertain the reasons
- **Personal emails** to students from teachers when deadlines are not met
- **Contact with parents and carers** - concerns will be raised with parents and carers by phone call or email when students do not meet expectations over the medium-term. Again, these will be open-minded to the multitude of possible reasons for perceived disengagement.

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

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:

> Feedback can take many forms and may not always mean extensive written comments for individual children. There include:
> - **Online formative assessment and diagnostic teaching tools** such as Kahoot and Educake
> - **Selected whole class feedback** will take place in line with our feedback and improvement policy with what went well (WWW), even better if (EBI) and DIRT tasks set and substantial improvements expected. This may be written in a class email, in a video teaching segment (teacher video) or within a live lesson
> - **Individual feedback** - specific pieces of work will be marked in line with our feedback and improvement policy with: what went well (WWW); even better if (EBI); and DIRT tasks set and substantial improvements expected.
> - **Online assessments (Y11 and Y12)** – Y11 and Y12 students are undertaking online assessments during January and early February 2021. Specific feedback will be provided on these assessments to steer the key next steps. Students will again be expected to make substantial improvements following this feedback to demonstrate what they have learnt from undertaking the assessment and gaining this feedback.

E) 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 those 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 students in the following ways:

> There are a variety of approaches we use to ensure students with SEND get continued support
>
> - **Universal learning and teaching provision** - teachers will invite teaching assistants (TAs) that are assigned to their classes into live lessons. Teachers will also include TAs in email communications with classes. These two approaches ensure that TAs are fully aware of the learning and can work with the students (by phone or email) to continue to support their learning
> - **Priority school** - some SEND students are supported within our priority school (school for vulnerable students and those of keyworkers) by TAs – some of which are based in priority school year group bubble classrooms
> - **Daily phone calls** – some SEND students, based on their needs, are receiving daily phone calls from a TA, the Learning and Safeguarding Manager or House Support Manager (HSM)
> - **Email check-ins** - some SEND students, based on their needs, are receiving daily phone calls from a TA, the Learning and Safeguarding Manager or House Support Manager (HSM)

F) 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. This is due to the challenges of teaching students 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?

Since November 2020, DHFS has an established mechanism for students that self-isolate whilst the rest of the class are in a physical school environment to ensure the student's curriculum experience remains unaffected. Students will follow their normal timetable and the respective timing.

The options from which a teacher will choose for self-isolating students will include:

a) **A hybrid lesson.** This approach involves students being invited into the physical lesson via Microsoft Teams (a live lesson for them personally). Where appropriate, lesson resources will be emailed out to the student in advance.

b) **Emailed instructions and activities** (which may also include a video teaching segment). Students will receive emailed instructions, where chosen as a strategy by the teacher, by the end of the second day of self-isolation. This provides the teacher with sufficient time to respond to the absence created by self-isolation. For the third day until the last day of self-isolation the student can expect daily emails for subject teachers.

In both cases, feedback will be provided upon return to school and in line with the feedback provided to other students in the class.

Andy James
24th January 2021

Appendix One: *Learning from Home when Self-Isolating - Student and Family Guide*
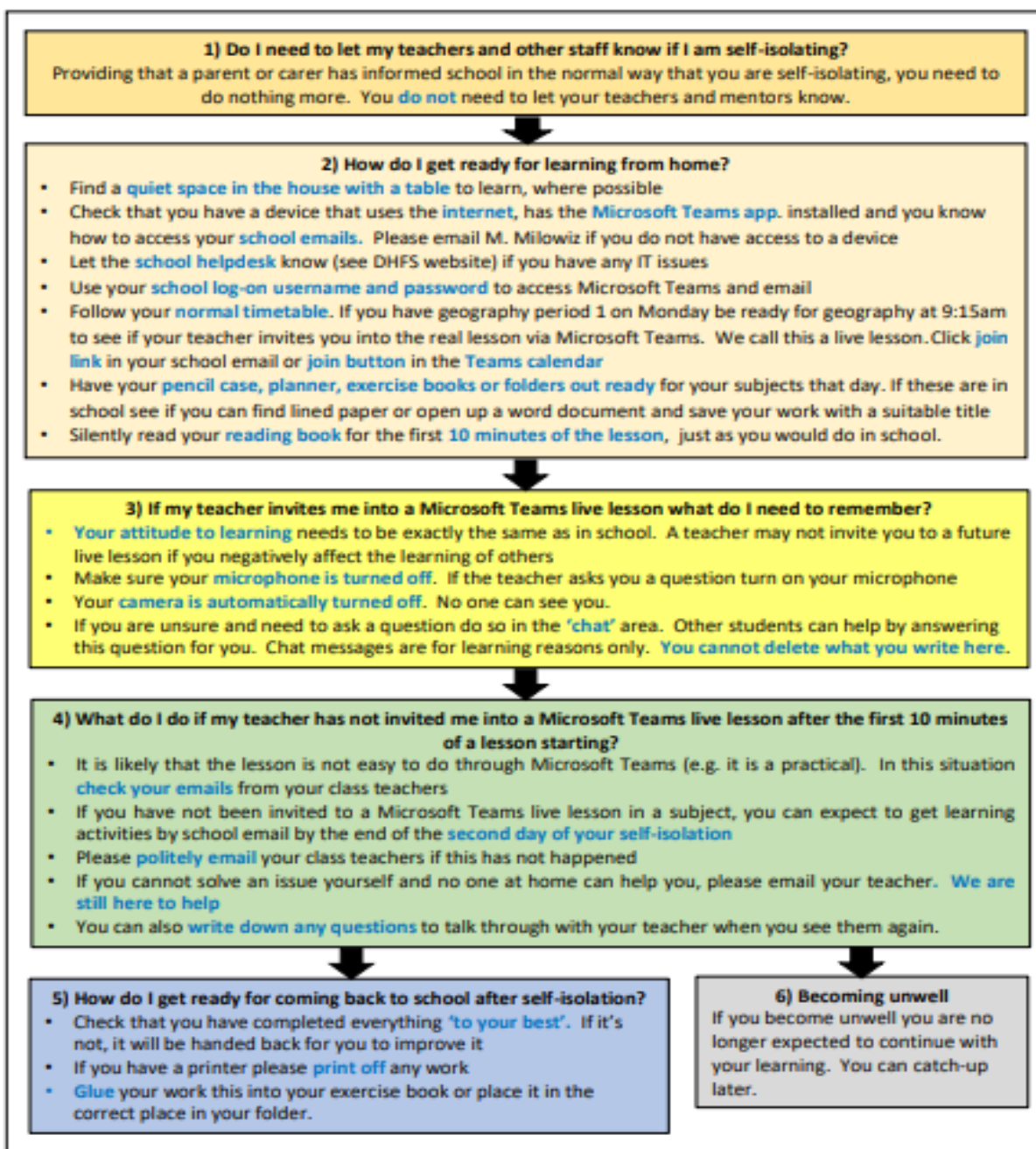Also applicable to any form of remote leaning during school closures.

Learning from Home when Self-Isolating
Student and Family Guide
November 2020

Continuing with your learning is really important.
The following flow diagram explains how we want you to continue with your learning from home. We call this remote learning. We strongly encourage parents and carers to talk through the information below with younger students so that they understand it.

1) Do I need to let my teachers and other staff know if I am self-isolating?
Providing that a parent or carer has informed school in the normal way that you are self-isolating, you need to do nothing more. You do not need to let your teachers and mentors know.

2) How do I get ready for learning from home?
- Find a quiet space in the house with a table to learn, where possible
- Check that you have a device that uses the internet, has the Microsoft Teams app. installed and you know how to access your school emails. Please email M. Milowiz if you do not have access to a device
- Let the school helpdesk know (see DHFS website) if you have any IT issues
- Use your school log-on username and password to access Microsoft Teams and email
- Follow your normal timetable. If you have geography period 1 on Monday be ready for geography at 9:15am to see if your teacher invites you into the real lesson via Microsoft Teams. We call this a live lesson. Click join link in your school email or join button in the Teams calendar
- Have your pencil case, planner, exercise books or folders out ready for your subjects that day. If these are in school see if you can find lined paper or open up a word document and save your work with a suitable title
- Silently read your reading book for the first 10 minutes of the lesson, just as you would do in school.

3) If my teacher invites me into a Microsoft Teams live lesson what do I need to remember?
- Your attitude to learning needs to be exactly the same as in school. A teacher may not invite you to a future live lesson if you negatively affect the learning of others
- Make sure your microphone is turned off. If the teacher asks you a question turn on your microphone
- Your camera is automatically turned off. No one can see you.
- If you are unsure and need to ask a question do so in the 'chat' area. Other students can help by answering this question for you. Chat messages are for learning reasons only. You cannot delete what you write here.

4) What do I do if my teacher has not invited me into a Microsoft Teams live lesson after the first 10 minutes of a lesson starting?
- It is likely that the lesson is not easy to do through Microsoft Teams (e.g. it is a practical). In this situation check your emails from your class teachers
- If you have not been invited to a Microsoft Teams live lesson in a subject, you can expect to get learning activities by school email by the end of the second day of your self-isolation
- Please politely email your class teachers if this has not happened
- If you cannot solve an issue yourself and no one at home can help you, please email your teacher. We are still here to help
- You can also write down any questions to talk through with your teacher when you see them again.

5) How do I get ready for coming back to school after self-isolation?
- Check that you have completed everything 'to your best'. If it's not, it will be handed back for you to improve it
- If you have a printer please print off any work
- Glue your work this into your exercise book or place it in the correct place in your folder.

6) Becoming unwell
If you become unwell you are no longer expected to continue with your learning. You can catch-up later.

Success with Care

Appendix Two: Remote Learning and Teaching – Video Assembly to Students, Parents and Carers
https://www.dronfield.derbyshire.sch.uk/site_content/unsecure/covid-19/Remote-Learning-and-Teaching-Video-Assembly-November-2020.mp4