Remote Education Provision: Information for parents

January 2021
For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

**The remote curriculum: What pupils will be taught at home.**

When your child is working from home they will receive immediate provision through Teams remotely. Their current timetables will still apply and provision will be geared around them. Pupils will also have 2 pastoral online form-times per week.

**What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

The normal taught curriculum will continue but the delivery of lessons will change. Our teaching and learning research since September, as well as evidence from the March lockdown, has shown us that a 50/50 split works best for students. Therefore, 50% of lessons will be “Live” and 50% will be independent consolidation and preparation work. Our remote ‘classroom’ is via Microsoft Teams. This also enables students to contact teachers directly and vice versa about what is being taught and what needs to be learned. Satchel One may also be used for the setting of work as this enables parents to see what work their child has been tasked to complete.

**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?**

At HGS, remote education delivers the same challenging and high-quality curriculum and sequence to students as if they were in school, apart from certain adaptations in practical subjects. For example, team games in PE are no longer possible, and the curriculum in art and music has had to take account of the fact that students may not have the resources for practice at home. However, GCSE Art students have been provided with equipment and individual music lessons will be continuing online. Required practicals for GCSE and A level sciences will be provided for by either virtual experiments or being the use of videos to show how these can be completed.
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:

<table>
<thead>
<tr>
<th>Key Stage 3</th>
<th>4+ hours per day. Students should be ready to begin at 8.30am on form-time days and 9am otherwise.</th>
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<tbody>
<tr>
<td>Key Stage 4</td>
<td>5+ hours per day. Students should be ready to begin at 8.30am on form-time days and 9am otherwise. Open-ended revision work will also be set in order to prepare students for the summer exams.</td>
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<tr>
<td>Key Stage 5</td>
<td>5+ hours per day. Students should be ready to begin at 8.30am on form-time days and 9am otherwise. A-level students will also be expected to work independently in the same way as if they were in school to review learning, summarise notes, revise for tests and pursue a super curriculum.</td>
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Accessing remote education

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

In order to help parents and students organise themselves for each week’s home learning, Colour-coded timetables are sent home for each year group each week outlining which lessons are ‘live’ and must be carried out in real-time, and which are independent, and can be completed outside of normal lesson time. We are mindful that not all students will have sole use of a computer or tablet, and a 50/50 curriculum split therefore gives families some flexibility in the allocation of resources at home.

Our main remote classroom is Microsoft Teams. Pupils will be in a separate, discrete Team for each of their subject classes along with their usual subject teacher. They will also be in a form-group Team. This ensures consistency and allows us to mimic the real classroom as much as possible. Using the Team chat enable pupils to collaborate with each other as they would in a real classroom.

Behaviour expectations for online learning have been shared with students.

Teachers will put classroom resources on Teams to be shared with students. The following (but not only) online platforms will also be used to provide resources as part of a planned and sequenced curriculum:

- Doddle
- Kerboodle
- Active Learn
- Dr Frost
- Satchel One (formerly SMHW)
- Seneca Learning
- GCSE Pod
- Oak National Academy
- Reading Plus
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 and our pastoral team has been active in finding solutions to issues regarding connectivity. Priority has been given to PP/FSM pupils as well as those in exam years. Laptops, routers and dongles have already been issued to students who needed them during the March lockdown.

Parents can contact the school reception to request ICT support. Regular lines of communication have been set up for parents and students to make requests for devices, such as:

- During welfare phone call checks, form tutors are asking about the student’s ICT facilities at home and making referrals to our IT support team to resolve.
- ICT surveys sent home to all students in years 7-11 to assess the level of need and followed up.
- School comms messages have been sent out with contact details on to make requests for ICT assistance if required. This could be relating to further data, internet issues or the need to borrow a laptop.
- Parents will receive a phone call when a Laptop/Device has been made available and can arrange to collect the item from reception. An appointment must be made to reduce the number of students/parents entering the academy site.
- Where the collection is not possible due to family restrictions, a member of the pastoral or leadership team will deliver the item.

How can I access printed materials to support learning if I do not have online access?

Students can request printed material if they need it and arrange to collect it from reception. Where the collection is not possible due to self-isolation, where possible this will be sent in the post. If required the printed material will be delivered to their homes by a member of the pastoral or leadership team.

- During welfare calls, form tutors can ascertain if students need printed material. The form tutors will then contact the relevant Head of Department to arrange resources to be compiled.
- Stationery-based resources are available in packs for students and parents to collect by appointment. A request can be made via school reception for these resources to be posted or delivered to the student’s home.
How can my child submit work to their teachers for feedback if we do not have online access?

Students can submit their work in any format that they are personally able to do so. This can be via Microsoft TEAMS or email if a digital copy. Where this is not possible the following options are available:

- Students can photograph physical work and email via any method available to them at any agreed point.
- Students are also able to complete and submit physical work upon return to the HGS. If pre-agreed, students/parents can drop work at the school reception if they students require feedback on the work that they have submitted.

How will my child be taught remotely?

Remote lessons will deliver the planned curriculum via a range of approaches. Below are some examples:

- Direct instruction via Teams ‘live’ lessons, either pre-recorded or real-time
- Recorded video lessons e.g. Oak National Academy
- Scaffolded activities and modelled examples
- Via digital/ real text books
- Narrated PowerPoints
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- podcasts
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- extension and consolidation work.

We are mindful that too much screen time can be detrimental to students and seek to include a range of teaching methodology.
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?

As a selective grammar school, we have high expectations of our students and expect all of them to engage with remote learning to the best of their ability. We recognise that parents play an important role in supporting students to achieve, and ask for their feedback regularly on remote learning.

- Documents that guide parents/carers on how to support their child with home learning are available on our website
- Regular contact with parents/carers via email, and School comms messages home with updates on our remote learning guidance
- Regular welfare calls home by the pastoral team to check on access to remote education are factored into our contingency plan.

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

- Registers are taken lesson by lesson. Subject teachers monitor daily engagement with online lessons and informs parents via text or phone call when lessons are missed during the school day. Form teachers and the pastoral team are involved where frequent non-attendance occurs.
- Subject teachers ensure that learning material is uploaded to the files section on TEAMS/ Satchel One for students to revisit if they are unable to access the live lessons at the time that they are scheduled. Live lessons are recorded.
- Heads of departments/ Heads of Year follow up and monitor engagement of lessons in each subject and follow up persistent absences to lessons via phone calls to parents
- We understand that occasionally students working at home may have to miss a live lesson, and we encourage them to be independent and message the teacher concerned directly.
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:

- Assessment for learning will be present in all sequences of lessons
- Scheduled assessments will continue, with modifications
- Individual feedback to students will be given each week alongside the tasks/assignments which can be: Comments on tasks, low stake quizzes, comments sent to them personally in a chat, voice recorded feedback, rubrics and marks within the work that they have submitted, modelled answers, DIRT tasks etc
- Teachers as routine will adjust the pace or difficulty of what is being taught in response to individualised feedback to students on TEAMS orally, through the chat function, feedback function and through low stake quizzes.

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:

- We will contact SEND students each fortnight to ensure that they are safe and well and that they understand the work they have to complete and how to access it
- Students will have the opportunity to use the breakout room facility in TEAMs to speak privately with the teacher if they require further support.
- Teachers will continue to scaffold and differentiate student work so that it is tailored to their needs
- A member of SLT and a DSL is always on call every day in school to discuss any issues with parents. Parents/ carers should call reception in the usual way
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?*

We continually operate a Hybrid Model of teaching which means that teachers deliver their lesson physically in school whilst logging into TEAMS for students that are isolating at home to access. Teachers will present the material through TEAMS and ensure that instructions are clear through audio throughout the lesson. Students self-isolating are able to communicate with the teacher directly through the chat function which allows the student to be involved fully in lessons.

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<tr>
<th>Hybrid Model</th>
<th>Students are self-isolating from a teaching group.</th>
<th>The teacher continues to deliver their physical lesson in school whilst logging into TEAMS and presenting with audio for students to access remotely or record oral guidance alongside the presentation on PowerPoint record and upload to the relevant platform.</th>
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<tbody>
<tr>
<td>Remote Model</td>
<td>Where there is a local lockdown requiring pupils to remain at home.</td>
<td>The teacher delivers their lessons remotely within TEAMS following the timetable for all year groups.</td>
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Live Online Lessons using TEAMS – Parent Guide

To further support your son or daughter with the remote learning we would like to remind you of our TEAMS guidance. Your child will follow their normal time-table with Live Online Lessons and Set Work Lessons. Their schedule will be sent home to you once a fortnight. Their Live Online Lessons will be scheduled using TEAMS and can be found in the calendar section. We understand that sharing of devices in households may mean that some live lessons are difficult to attend. All lesson material and assignments will be uploaded to TEAMS for each lesson for students to revisit to support with this.

Our aim to ensure your son or daughter continues their full education whilst we are working remotely. The following guidance outlines the protocol that we have in place and how you can support your child with accessing the full curriculum and ensure they keeps up to date with their learning and progress.

PROTOCOLS

• The class teacher will put an invite into the TEAMS calendar which can be access through your child’s school email account.
• There will be a reminder sent 15 minutes before the TEAMS live lesson will start.
• No cameras for students are permitted.
• Microphones for students will be off unless asked to unmute to contribute to question and answer.
• No parents or family members to ask questions or be involved in the TEAMS lesson.
• The teacher will begin the session by stating the protocol for all students.
• The teacher will have their camera on with a blurred background to support explanation.
• Students will be able to respond to a question during the tutorial by using the raise hand function, chat or unmute option.
• The teacher will call the register at the beginning of the lesson by calling out the students by name and allow them to unmute their microphone to answer.
• Students will be able to ask a question in writing using the chat function for the teacher to respond verbally or unmute temporarily to ask or answer a question.
**Live Lesson Content – What to expect?**

- Sharing of a lesson power point slide with the teacher talking through the key points and explaining key concepts.
- Interactive material to support learning being displayed on screen such as video clips, online textbooks and resources.
- Talking through some exam questions and guiding students on how to approach them by the teacher.
- The teacher modelling specific concepts within the subject. For example: highlighting key language techniques in a paragraph from a novel or going through the steps to solve a mathematical problem.
- An opportunity to ask the teacher questions about the learning material and gain clarity on any areas they are unsure of.
- An opportunity for teachers to explain the next steps in learning to students directly and support them with their progress.
- The teacher engaging with quizzes, the chat function and short assessments to gain some feedback on how students are learning.
- Use of assignment function in TEAMS or use of other platforms such as Doddle, Dr Frost etc. to set tasks to complete in the lesson or independently.

**Chat options during a meeting**

![Image of Microsoft Teams chat options]

- Send chat messages
- Select ‘chat’ to send a message during your meeting
- Invite people to join
- Mute and unmute yourself
- Share your screen and sounds from your computer
- Access additional call controls
- Leave the meeting
- Add participants to the meeting
Chat options at other times

- Click on ‘Chat’ and ‘New Chat’

- Type in the email address of the person you are sending a message to or you can type their name and select the recipient from the list.

- When you receive a message this will be displayed with an alert.
  This shows there is 1 message unread.
Raising and lowering your hand

During the meeting you can click this icon to ‘raise your hand’. This shows to the teacher that you have digitally raised your hand. This is useful when you need to ask a question.

Your teacher will see a raised hand on the screen with this symbol and by your name.

Lower your hand

If your hand is raised then hover your mouse on ‘Raise your Hand’ to lower your hand.
Assignments

Click on your subject

Once you are in your subject area, click on ‘assignments’. This option shows the assignments which are assignment to you.

Title of assignment, due date and all resources/instructions are given here.

Click on the assignment to complete the set tasks and then then submit it to your teacher.

All past completed assignments.

At the end of a lesson/meeting

To end the meeting you need to ‘Hang up’
Summary of control features
Creating routines for home learning

Make it clear from the start that they may not have to work as long.
It’s hard to sustain a full day of online engagement. Lessons where work has been can be done later in the day.

Make sure they have everything they are going to need.
When teachers are trying to make activities interesting they often ask children to do practical tasks. This may involve drawing. It helps to have paper, pencils, felt tips, etc.

Clear a space before starting work.
We need to show that children are entering a ‘school’ space and that their attitude and behaviour (and yours) is going to reflect that. If you have a space that can become the ‘school room’ then that is ideal but more likely this will be the kitchen table.

Keep a routine for getting up, breakfast and starting work.
Most people learn best in the mornings so make the most of that productive time. Keep to the routine you had when they were in school and instead of heading out to school start work at home. It’s tempting to go for an extra lie in but avoid it.

Think of the future.
you can challenge their lack of motivation by highlighting the importance of working hard. They need reminding that the work they’re doing now is preparing them for future success, and that it’s worth putting in the effort now.

Show an interest in what they are doing.
Children are not used to working alone. You’ll need to judge when they cannot do more but you can extend the point at which that occurs by showing an interest in what they’re doing. If you helped them get started, when you in check ask them some questions.

Share the burden with someone else if you can.
If you have a partner, it’s likely that you’re both working from home. Rather than both of you being half available, decide who is supervising the children over a given period of time and take it in turns. Employers know they need to be flexible in these extraordinary circumstances.

Celebrate effort rather than achievement.
If your child struggles to motivate themselves, it can be tempting to offer incentives. The problem with bribery is that it creates a mentality where children are just looking for what they have to do to “win the game”. It’s better to reward effort.

Finally, show them some love.
At the end of the ‘school’ day and also during it keep showing that you love them. It’s a tough time for everyone and tempers may fray. It’s understandable but in the end a child needs to have the reassurance of knowing that they are loved so – show them some love.
## Keeping your child motivated

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<tr>
<th>Play up the importance of effort.</th>
<th>Feed their curiosity.</th>
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<tbody>
<tr>
<td>We feel greater satisfaction when we have achieved something that is difficult. Remind your child how good it feels to strive and achieve and celebrate their success when they have put in effort.</td>
<td>If your child has a passion for something – whether that’s Maths, History or Art– they will naturally be motivated to do it, and that can help instil good habits. Be child-led and let them explore their curiosity, even if it seems a bit odd to you.</td>
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<tr>
<th>Be curious yourself.</th>
<th>Build their self-esteem.</th>
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<tbody>
<tr>
<td>If we want our children to be motivated to achieve, we need to demonstrate that behaviour ourselves. Ask your child to explain their work to you.</td>
<td>Rather than saying, “Don’t worry, I know you’re not very good at spelling,” which compounds a lack of self-belief, build your child’s self-esteem by saying, “I understand you’re finding this difficult, but if we keep working at it, we’ll get there.”</td>
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<tr>
<th>Know when to step back.</th>
<th>Support, but do not take over.</th>
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<tr>
<td>It is natural to feel frustrated if your child is not trying their hardest but try not to slip into nagging and remonstrating. Sometimes children and teenagers feel highly charged and emotional at these times, they are not in the mood for a rational conversation, so save it until they are in a better frame of mind.</td>
<td>Helping your child through every piece of work might make them get it done, but it will not increase their self-motivation, so aim to guide and support without taking over. Success comes because of practice, and children are most likely to succeed if they choose to practise for themselves.</td>
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<tr>
<th>Ask the right questions.</th>
<th>Celebrate effort rather than achievement.</th>
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<td>You can engender a love of learning in your child by showing genuine interest in what they are doing in their learning. Make time to talk, and instead of asking what your child did, ask them what they learnt and what was interesting. This starts a dialogue, rather than simply getting your child to list what they have done.</td>
<td>If your child struggles to motivate themselves, it can be tempting to offer incentives: for example, linking pocket money to good marks. The problem with bribery is that it creates a mentality where children are just looking for what they must do to “win the game”.</td>
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<th>Do not crowd out fun.</th>
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<td>Yes, schoolwork matters, but it is vital to balance it with time for your child to do what they enjoy. We have to exercise common sense: having fun doesn’t mean your child won’t have future success, so make sure they still get to go out with their friends and take part in things they enjoy.</td>
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