Hutton CE Grammar School and Sixth Form

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?

If/when a 'lockdown' is announced and school is closed to all students who are not deemed 'vulnerable' or children of 'key workers' we will endeavour to follow the 'normal' curriculum immediately.

This will mean that all students will be provided with work which will relate to their usual lessons. It is likely that the work will, at first, be very resourced based as this we will have to organise staff supervision rotas for those students who are in school; a such until staff are fully aware of when they will be in school supervising and when they will be available they will not necessarily be able to offer any 'live' lessons.

Based on the information we hold at the time we will look to provide devices for those students who will not be able to access remote learning otherwise; we will also provide paper based resources for students to whom we are unable to provide laptops immediately. Dependent upon the 'notice period' of school closure these packs would be sent out (or made available for collection) at the earliest opportunity.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, subjects which have a practical element (such as Design Technology) may be more 'theory based' due to availability of resources for individual students. Similarly PE lessons will have a number of 'live' lessons but will also include lessons where students are expected to complete physical activity or 'challenges' without direct teacher supervision. Some PSHCE teaching may also be adapted due to the potentially sensitive nature of certain topics being better suited to being taught in a school environment. Some aspects of the curriculum may also be resequenced in order to allow skills/subjects/topics which lend themselves more to distance learning to be taught at the appropriate time.

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	This should take a minimum of five hours (in accordance with the 'normal' school day) plus any time for the completion of homework tasks
Secondary school-aged pupils working towards formal qualifications this year	This should take a minimum of five hours (in accordance with the 'normal' school day) plus any time for the completion of homework tasks

Accessing remote education

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

All remote learning tasks will be signposted vis School Synergy. This will be where all links to 'live' and recorded lessons, and resources, will be posted.

We will use Google Meet and Classroom for the majority of all 'live' lessons and many of the resources however this will be supplemented with other online resources such as GCSE pod, Educake, MyMaths, BBC Bitesize and appropriate Youtube content. Teaching staff will also use email and Google Drive to provide additional resources as appropriate.

If your child is unable to access a particular online resource or lesson they should email the classroom teacher. All resources and content covered in lessons will be available for those who are unable to attend at the time and/or a recording of the lesson will be made available.

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:

We recognise that some students may not have suitable access to remote education from home. If your child is unable to access School Synergy from home, or the work shared on it, due to a lack of appropriate hardware or limited internet connection please contact the school office on 01772 613112 or email the school at head@huttongrammar.org to arrange alternative provision.

We have a small supply of laptops we can lend to student; these are allocated according to assessment of need. Please contact school using the methods above should this apply.

We also have a small supply of SIM cards which can be used to support an appropriate internet connection.

Should it not be possible to support internet access or device provision for a specific reason we will provide pare copies of resources and, where applicable, course books. These can either be collected from school with prior agreement or arrangements can be made to have them delivered. Again, should this apply, please contact the school.

Work completed can also be handed in at reception, with prior agreement, for feedback from teachers. Photographs of work can also be taken and shared with staff via School Synergy. Many students are able to access this function via their smartphones.

How will my child be taught remotely?

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

- 'Live' lessons

- Recordings of 'live' lessons made available to re-watch or watch at a later time

- Pre-recorded teaching (eg. Video or audio recordings, PowerPoints with voiceovers)

- Commercially available websites supporting the teaching of specific subjects or aspects of study

- Subject based online learning resources (eg EduCake, MyMaths)

- Printed paper packs produced by teachers (eg workbooks)

- Online quiz sites (eg Kahoot)

- Use of national education sites (eg BBC Bitesize, Oak Academy)

- Assignments and resources created and set by teachers in line with subject content taught during lessons

- Weekly 'catch-up' sessions with Form Tutors

Much has been discussed regarding student mental health and wellbeing, linked both to their use of 'screen time' and the issues related to lockdown. As a school we are very conscious of this and when further developing our distance learning programme we have tried to strike a balance between 'live' interaction with teachers and peers and activities which allow students to work more independently, on some occasions away from their screens. As with all other aspects of school policy and practice this will remain under review.

Teachers are asked to select the delivery method which best suits the content they plan to cover; as such students should expect to receive a varied 'diet' of remote lessons.

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 outlined in the student & parent/carer distance learning guides students are expected to engage in all lessons, whether 'live' or resource based, in the same manner as when in school

- Students are expected to submit work, as requested, on time and in the appropriate format

- Parents/carers are expected to support students by encouraging them to stick to a daily routine which follows the 'normal' school day wherever possible

- Parents/carers are expected to support students by ensuring, as much as possible, that they have appropriate access to necessary technologies and a quiet working space; should either of these not be the case school should be contacted in order to best ascertain how students and their families cann be supported

- As outlined elsewhere, should students be unable to engage for a specific reason school should be informed

- We ask parents/carers to support appropriate student access to remote learning by ensuring their son/daughter adheres to the school's live and recorded lesson protocols which have been communicated

- Parents/carers are encouraged to regularly monitor their child's engagement through their School Synergy log in

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

- Teachers and pastoral staff will check student engagement on a lesson by lesson basis. It is understood that students may not always access work immediately, for a variety of reasons, and as a result parents/carers will not be informed immediately should students fail to attend a 'live' lesson or complete tasks. Parents/carers should, however, expect to receive notification should students not engage with online learning.

- Parents/carers will be informed of a lack of engagement through a 'notification' on School Synergy. Should this lack of engagement continue parents will be contacted via email, in the first instance by the students' teacher. Should engagement in a particular subject continue to be an issue the Subject Leader may, subsequently, contact parents/carers.

- The school's pastoral team will support particular students, and their parents/carers, who are finding it difficult to engage with online learning across a number of subjects, irrespective of the reason. This support will occur through email and, where appropriate, telephone conversations. In school 'mentors' may also be assigned to specific students; this will be done on a case by case basis and parents/carers informed.

- Positive engagement in online learning will be recognised through 'points' awarded by teachers, and pastoral staff as appropriate, via School Synergy and teacher feedback

- Students, parents and carers are asked to refer to the Distance Learning expectations and 'Live/Recorded' lesson code of conduct, which have been distributed, with regard to student conduct and engagement.

- Should there be a specific reason as to why a student is unable to engage in remote learning due to illness/attendance at an appointment or specific event parents/carers are asked to inform school by telephoning 01772 613112.

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:

- Teachers will feed back to students in a number of ways including:
  - The feedback function in Google Classroom
  - Individual email responses to completed assignments
  - Verbally during a 'live' lesson
  - Making general/whole class comments regarding student misconceptions and misunderstandings based on previous lessons
- Specific email or telephone contact may be made by a Form Tutor or Learning Co-ordinator to address individual areas of support required
- Weekly Form Tutor Catch-Up sessions will support feedback regarding student emotional wellbeing and, where/if appropriate, followed up with more individual contact and support
- Students will receive feedback on their work as appropriate to the assignments set; this will be carried out in timely fashion and in line with the amount of curriculum time offered via a student's timetable
- All students should expect to receive feedback on a regular basis, in a variety of formats (as outlined above)
- Parents/carers/students should email individual teachers with specific issues, as appropriate

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:

- All students with a recognised special educational need and/or disability are encouraged to attend school, where they will be supported in their learning

- Parents who decide not to send their child into school will be assigned a specific Teaching Assistant who will maintain regular contact and discuss/support individual engagement and access, both with the student and their parent/carer

- If students are finding it difficult to fully engage in remote learning additional support is available via Mrs Porritt

- For specific support with SEND students please contact Mrs H Porritt, SENCO, at h.porritt@huttongrammar.org

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?

In order to support students who are self-isolating and to ensure continued engagement and progress in all subjects students will continue to be set work, via School Synergy, in line with their 'normal' school timetable.

This work will, as with learning during a localised or national lockdown, consist of a variety of resource based and 'live' lessons. It is likely that there will be fewer 'live' lessons as the teacher will be teaching the remainder of the class and whilst it is possible to stream the lesson as it happens this is not always the case. Responses to queries may not be immediate, for the same reason, however students/parents/carers should expect a response within 48 hours.

Any student who does not have computer access will either be supported with the loan of the appropriate technology or the creation and distribution of paper based resources which can be returned for feedback once the period of self-isolation ends.

Any student who submits work online will receive feedback in the format outlined above.

As a school we fully recognise that students who are self-isolating may become unwell and, as such, unable to complete remote learning. If this is the case we ask parents/carers to inform school in the usual manner.