

## **Abbey Grange CofE Academy: 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**

Remote learning will follow a planned and sequenced curriculum. It will be high-quality, safe and give pupils the support they need to master the curriculum in each subject and make good progress.

### **What should my child expect from immediate remote education after being sent home?**

The day following being sent home from school, your child will be provided with links to lessons through 'Classcharts' homework system. The lessons provided will replicate the school timetable (i.e. 5 lessons a day). Please can you contact your child's Year Manager in the event of work not being set, then this can be solved (for example, it may be due to staff absence).

### **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. However, we have needed to make some adaptations in some subjects. For example, practical subjects such as PE or Food technology may need adaptations to the normal curriculum.

### **Remote teaching and study time each day**

#### **How long can I expect work set by the school to take my child each day?**

All pupils will be set 5 hours of learning per day (including live teaching and independent work). There may also be assemblies and homework added to this.

Secondary school-aged pupils not working towards formal qualifications this year	All pupils will be set a minimum of 5 hours of learning per day. There may also be assemblies and extended learning (homework) to add to this. KS3 will not have extra homework.
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## Accessing remote education

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

The links to the provision for each of the day's five lessons will be through Classcharts homework. Resources will either be attached to the 'homework' set or a link to another area will be provided (e.g. Foldr).

KS4 and KS5 will make extensive use of Microsoft Teams. KS3 will have at least one 'Live' lesson on Microsoft Teams per subject per two week cycle. KS4/5 students have been trained on how to use Teams and all students have been provided with a guide on how to access Microsoft teams. Other key links will be (amongst others): the Oak National Academy, GCSEPod, Hegarty Maths

### 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. Please contact the relevant Head of Year in school to make them aware that your child does not have digital or online access at home and they will ensure your child is supported in accessing remote learning.

## How will my child be taught remotely?

Pupils will receive a combination of live taught lessons and independent learning tasks, including new content, delivered through high quality curriculum resources and/or videos.

### **KS3 (years 7 & 8):**

At least one lesson per subject per two week cycle will be a 'live' session using Microsoft Teams. This means at least one Core lesson (Maths; English; Science) a week is 'live'.

When not 'live', the teacher will deliver a lesson in the best way to enable learning. This might be through lessons produced with voice-overs that include clear explanations of tasks, key questions for pupils to consider and opportunities for pupil feedback. For example, PowerPoint for voice-overs could be used. A recommended format for lessons is a format of mini quiz – objectives – explanation – task - A&D – mini quiz. Other resources for lessons could be subject specific resources (e.g. Hegarty Maths), or Oak National Academy lessons <https://www.thenational.academy/>

### **KS4 and KS5 (years 9, 10, 11, 12 & 13):**

The majority of lessons for KS4 & KS5 will be a 'live' session using Microsoft Teams. This means at least one Core lesson (Maths; English; Science) a week is 'live'.

When not 'live', the teacher will deliver a lesson in the best way to enable learning. This might be through lessons produced with voice-overs that include clear explanations of tasks, key questions for pupils to consider and opportunities for pupil feedback. For example, Powerpoint for voice-overs could be used. A recommended format for lessons is a format of mini quiz – objectives – explanation – task - A&D – mini quiz. Other resources for lessons could be GCSEPod, other subject specific resources (e.g. Hegarty Maths), or Oak National Academy 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?

It is expected that your child engages with every lesson on their timetable, every day of the week. This timetable mirrors the school day. In order for parents/carers to support their children at home, information is available on our website and has been sent to parents in a letter detailing remote learning provision and support for each year group.

It is expected that your child engages with every lesson on their timetable each day of the week. This means that their school day will begin at 8.25 am and end at 3 pm. In order for parents/carers to support their children at home, there is information regarding Accessing **Microsoft Teams from Home**, this can be found on our website:

<https://www.abbeygrangeacademy.co.uk/remote-learning>

This will provide you with guidance on how to access Microsoft Teams with your child.

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

Attendance at every live lesson will be registered by the teacher. Engagement with remote learning will also be logged weekly, by teachers. Parents/carers will be contacted by phone if there are concerns about their attendance and/or engagement.

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

Our approach to feeding back on pupil work is as follows:

Feedback may take many forms. The feedback will be regular and at least once a week. Active feedback will be given regularly during live lessons and can also take the form of self-marking quizzes and whole class feedback. Classcharts is used to set work, upload resources and can be used for students to submit work for feedback. Work can also be submitted through different methods (such as Microsoft Teams or Foldr). Whole Class feedback (WCF) is to be provided to students using the Classcharts feedback function (or as a class 'announcement') or other methods such as part of a lesson using the audio function on Powerpoint. Quizzes are also a useful way of assessing student's knowledge and allowing WCF.

## **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.

SEND students requiring specific and separate work are identified. Paper copies of differentiated work are put together from each subject areas and distributed to homes on a fortnightly basis.

Lessons should all include differentiation based on specific student's needs. This is monitored fortnightly in line management meetings.

## **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?**

Students will be set work on Classcharts by their class teacher or another member of the department on a daily basis. This work will correspond to the curriculum being taught to students in school. Some lesson maybe delivered live through Microsoft Teams as appropriate.