Remote education provision: information for parents

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

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

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?

- Students will be set a learning activity for each lesson by their own subject teacher.

- This will be set via Show My Homework at the time of the scheduled lesson or as soon as possible afterwards.

- Work set will be a variety of assignments and tasks aligned to activity in school. Resources could include PowerPoints, pre-recorded instruction, work sheets etc. In some cases, the lesson may be live streamed or recorded to be viewed at home.

- Learning will continue for the rest of the class in school and may not be re-visited at a later date so students are expected to engage with the work set (as well as HW set via Show My Homework) if they are well enough to do so.

- As 'back stop' work we also provide booklets of 'Always Be Doing' work for students in Years 7-11. These are tasks and activities which can be done at any time to supplement core learning. They often enrich the main curriculum or enable review and recap of earlier learning.

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?

A core principle of our remote education is that we align it as closely as possible to our in school curriculum. So, we teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, in subjects where there is a high level of practical activity or where specialist equipment is required.

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 and 4	At least 5 hours (comprised of 3 x 100 minute sessions)
Post 16	5-6 hours – comprised of timetabled lessons and additional independent study

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

The central platform for accessing online learning is Show My Homework (Team Satchel). Students will be set a learning activity for each lesson by their own subject teacher. This will be set via Show My Homework at the time of the scheduled lesson or as soon as possible afterwards.

Students should also access their emails and the school network through their usual school log on details i.e., their username they would use to access any computers in school and their normal password. There is a useful video on how to access learning from home on our website.

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:

We are determined to ensure all students have access to high quality learning.

To enable this:

- We have a limited stock of laptops / chrome books which we can lend to students. These come from our own supplies and LA / government schemes. Many devices have been allocated on the basis of known need. Please contact your child's Year Manager if you require a device to borrow.

- If your child or children are unable to access the internet for their online learning please contact your child's Year Manager in the first instance and we will be able to consider various options e.g. 4G routers, which will enable a connection to the internet.

Highfields School

Remote Education Provision

How will my child be taught remotely?

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

Our experience of remote teaching and learning, along with the research that has taken place in this area, shows that an approach based on a mix of activities works best. The most important ingredients are some crucial general principles rather than specific forms of activity.

Our teachers know that remote teaching and learning works best when the following can be provided: Clear and full instructions, quality resources, learning activities with clear outcomes, support structures and 'models', checks on understanding and feedback where possible.

We will use a range of delivery methods, sometimes combining two or more in the same lesson, including:

- Remote live lessons – Lesson delivered to camera, students log in to a platform to participate. This is sometimes called synchronous learning. A variety of other approaches where students learn remotely, often using online resources, but not necessarily in 'real time' might also be used. These are 'asynchronous learning'.

- Directed online learning – Students will be asked to work using a variety of online learning resources. These could include websites, educational platforms, and electronic resources such as PowerPoint presentations produced by teachers.

- Remote pre-recorded lessons - Staff delivery of lessons to camera (with no student presence) and made available to students online to access in their own time.

- Hard copy learning – Provision of hardcopy resources to complete offline.

- Combined learning – Staff delivery of lessons with both in school and remote student attendance. This may apply during a partial lockdown or where one or more students is self-isolating.

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?

Arrangements for how and when work should be completed will be communicated to parents / carers and students at the start of any period of remote education. A standard approach will be for students to follow their usual in-school timetable. They should log on to their SMHW account every day at the usual school start time of 8.45am and follow the instructions for each lesson set.

Parents are expected to support their children by providing a calm work space and encouraging good routines for learning that mirror the normal school day.

Students should submit completed work as directed by their teacher. A standard approach will be to complete work and submit at the end of each lesson. This may take the form of an online quiz to check learning, an image of work completed on paper, work submitted via a commercially available subject specific platform (often providing automatic immediate feedback) or participation in a live lesson.

Parents are responsible for supporting their child in adhering to the contents of the Student Code of Conduct: Remote Learning Addendum at all times during periods of remote learning. Parents are also responsible for communicating any issues with remote learning, safeguarding, student welfare wellbeing or data protection to an appropriate member of school staff as soon as possible.

If a student is provided with school-owned equipment, the student (and their parent/carer) will need to sign the Acceptable Use Agreement prior to commencing remote learning.

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

Teachers will check student engagement with SMHW by accessing the reports available in the programme. They can see whether a task has been viewed and when, whether attachments have been opened and whether provided links have been followed.

Teachers can mark work as 'submitted' or 'not submitted' on SMHW and parents/carers can view and track these comments.

Where engagement is a concern teachers will prompt students directly in the first instance (either by email or a SMHW message) and they may also notify parents. If the problem persists the case will be escalated to Year teams who will make contact with home. Barriers will be identified and plans put in place to overcome them, whether they be motivational, pastoral, cognitive or technology based. Appropriate school staff will be deployed to support the student and the family to re-engage the student as soon as possible.

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 student work is as follows:

Students will receive feedback on their work and will take various forms, which may include:

- Whole class feedback where key points are identified by a teacher and explained to the class, possibly with exemplar work to use as a model or re-teaching aspects of content.

- Written feedback, which could include 'Next Steps' for follow up.

- Teachers may send a message to students via SMHW or email to let them know they have seen their work, how they got on and offer any guidance as needed.

- By completing a quiz / survey in Microsoft Forms

- Quizzes and practice papers taken via digital platforms may be marked automatically giving students instant feedback

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 example some students 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:

- Differentiation of work by class teachers, providing clear instructions, accessible resources and operating flexibility in our requirements of work submitted.

- TAs differentiating work for specific students to make this more accessible.

- Regular check-ins by pastoral teams of various frequencies dependent upon need.

- Support with live lessons from TAs where possible.

- Contact with our Learning Support team can be made by email or phone. lleverton@highfields.derbyshire.sch.uk

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?

Self-isolating students are asked to follow the same principles for remote education outlined above. Teachers will provide classwork via SMHW. This may include the opportunity to join a class in school via a video conference platform such as Zoom or Teams.