



**RYECROFT C. E. MIDDLE SCHOOL**

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# **Remote Education Provision**

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*Part of the Uttoxeter Learning Trust*

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## 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.

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### 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?**

Pupils will have work made available on TEAMS with immediate effect, this will be set in-line with timetabled lessons and take the form of worksheets, learning from educational websites and trusted recordings. 'Live' learning lessons will be scheduled and taught by subject teachers as soon as possible. The timings of lessons in the first few days may vary from subject to subject.

#### **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?**

- If changes are needed to be made to classes, parents and pupils will receive an updated timetable.
- We will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations, particularly in practical subjects as pupils will not have the necessary materials, resources and equipment available at home.

## Remote teaching and study time each day

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

Pupils will be expected to follow their school timetable for five one hour lessons each day via TEAMS. The majority of lessons will be teacher led, with associated tasks given to complete as the lesson progresses. In some instances, pupils may not complete their work, in which case they will be expected to continue their work at a later date as homework in preparation for their next lesson in the specific subject.

Where pupils have multiple lessons in the same subject i.e. English, Maths and Science, teachers will see pupils at the start of the week and may set work to complete independently during subsequent lessons ready to re-visit together at the end of the week.

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## Accessing remote education

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

Teachers will signpost pupils to any relevant online tools or digital platforms as necessary. These will be shared via the teacher's screen if used within the live lesson or referenced in the class notifications if they are to be used independently. All lessons will be recorded so that pupils can access them at a later date if they experience difficulties at the scheduled lesson time.

Frequently used sites include:

Oak Academy, Oak Academy - virtual library, BBC Bitesize, MyMaths, TT rockstars, Bandlab, Solo Learn, White Rose Maths, Youtube, languages online and Linguascope.

### **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:

- Pupils struggling to access remote learning will be contacted to see how we are able to best support them.
- Vulnerable pupils will be given access to a laptop where necessary, providing they sign the home-school loan agreement
- Pupils who do not have access to a device or suitable device will receive a laptop on a loan agreement where supplies allow.
- Where data is the barrier to learning, we have a limited supply of Vodafone vouchers to support learners.

- If pupils cannot submit work via TEAMS, they can use their teacher's email address to submit work.
- Pupils can put together a portfolio of work to bring back into school when restrictions relax. However, this should only be a last resort after other avenues have been explored.

### **How will my child be taught remotely?**

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

- Pupils will receive direct teaching each lesson from their subject teacher.

After the 'teaching' element has been delivered, pupils may:

- Be talked through the tasks/activities and complete them within the live lessons with the teacher remaining on-hand to answer any questions and support pupils' learning.
- Be directed to relevant and differentiated worksheets or websites to work independently for the remainder of the lesson.
- Work independently for subsequent lessons to complete tasks ready for a stated deadline. This will only occur where multiple lessons take place during the week and pupils need extended time to work at length and independently on a specified task. Independent work must not be set for more than two consecutive lessons.
- Subject teachers will be on-hand during any scheduled or independent working lessons to answer questions that may arise and support learning.

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## **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?**

- We expect pupils to attend their normal timetabled lessons via TEAMS. When this is not possible, they should aim to watch the recorded lesson at a later date to complete their work, preferably before their next lesson in this subject.
- Parents should notify the school in the normal way if their child is ill so that teacher's do not expect them in their live lessons.
- We expect pupils to engage appropriately with TEAMS and not abuse the functions available.
- Pupils should refrain from using other forms of social media whilst accessing their live learning lessons.

- We expect parents to encourage their child(ren) to keep up with their live lessons and ensure they are focused and observing the online learning protocols – see appendix A
- We expect parents to inform us if they have any issues with online learning (technical) or concerns as a result of online learning (safeguarding or educational)
- expectations of parental support, for example, setting routines to support your child's education

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

- Staff will take an online learning register each lesson.
- Registers will be monitored and the parents of non-attendees will be contacted to find out the reason for their absence.
- Pupils will be supported as appropriate, if there is a barrier to learning.
- Work will be submitted via TEAMS according to specified deadlines in each subject area.
- If there are concerns over a pupil's engagement, parents will be contacted by the subject teacher.

**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:

- Pupils will receive written feedback comments via TEAMS for all work submitted.
- Some staff will mark pupils against a rubrics which is set up in TEAMS and scored
- Pupils may complete online quizzes to assess work
- Pupils may be given the answers to mark their own work, the marked work is then sent to the class teacher to look over and assess.
- If work is emailed, the teacher will feedback an emailed response.
- Hard copies may be submitted via the school office.
- Teachers will continually make assessments in other ways too such as; Q and A sessions, verbal contributions, class discussions.

- End of unit assessments may be set to complete to gauge progress/understanding.
  - General misconceptions arising from marking and feedback may be used as a class learning tool, allowing pupils further attempts to improve their work.
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## 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:

- Vulnerable pupils are encouraged to attend school so that we can support the child's learning directly.
- Pupils with EHCP's will have an assigned teaching assistant who will access the live learning lessons alongside the class and then help to support the child with the subsequent tasks.
- The teaching assistant will be in regular contact with the family to ensure the needs of the child are being met.
- Individual Learning Passports will continue to be produced and shared with all staff so they can work on specific targets during lessons. These will be shared with parents on a termly basis and school welcomes feedback / suggestions on future targets and /or achievements.

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## 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?**

Pupils who are self-isolating will access a 'Home Learning' pack in TEAMS. This will be clearly labelled to avoid confusion with 'live learning'.

Work will be assigned by the child's subject teacher and will be in line with the current curriculum being studied by the rest of the year group. This may include worksheets, work

booklets, video recordings and/or tasks set via websites and other relevant learning platforms.

Any work submitted should be done so through TEAMS and will be marked and returned by the subject teacher in a timely manner.

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## Appendix A

### Protocols for live lessons:

- Please ensure before the lesson starts that you switch your camera on to show your identity for the register.
- You should not be in your bedroom but in a shared space in your house, where this is unavoidable you **must** blur/change the background.
- You must wear appropriate clothing – no pyjamas, T-shirts with offensive slogans etc.
- Your teacher will mute and unmute you as and when appropriate.
- If you have a question, please use the chat facility. Everyone can see this.
- If you cannot switch your camera on then you must respond when asked so that we can recognise your voice. If you cannot identify yourself then you may be removed from the lesson.

### Please note:

- Everything you say will be recorded and the recording is shared with the class
- The school behaviour policy is in effect.
- You must inform the teacher if you leave the lesson
- Students re-posting or recording any part of the lesson is strictly prohibited