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## **Remote education provision: information for parents**

This information is intended to provide clarity to students and parents/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 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. Please see below for further detail.

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

In the event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period, but a high proportion of students and teachers are healthy, and able to work as normal from home. However, this does not normally apply in the event of short-term school closures (e.g. because of inclement weather) or a short-term student absence.

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer-term illness, assuming students are able to complete schoolwork at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms.

## **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 wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, subjects that have a practical nature such as Dance, P.E (Physical Education) and Design may be adapted due to limited space that the child may be working in and the limited practical resources.

## 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:

Secondary school-aged pupils not working towards formal qualifications this year 4hrs per day	Students must ensure that they are following their timetable including Form time and Life Skills. Students will be expected to complete all work set, lessons may be slightly shorter to allow for the movement of the member of staff (if working at school) and registration. Students can expect 4hrs of remote learning per day
Secondary school-aged pupils working towards formal qualifications this year 4hrs per day	Students must ensure that they are following their timetable including Form time and Life Skills. Students will be expected to complete all work set, lessons may be slightly shorter to allow for the movement of the member of staff (if working at school) and registration. Students can expect 4hrs of learning per day.

## Accessing remote education

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

Students have access to Microsoft Teams, this is accessed via the relevant app or desktop application, or via their school calendar for specific invited lessons.

Access to these platforms is via a student's normal school login; if students have difficulty with logging in, they should contact the school's IT support: [ictsupport@chacademy.co.uk](mailto:ictsupport@chacademy.co.uk)

### 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:

The Form Teacher or Academic Year Leader will need to know ASAP if there is no or limited access to the internet or a laptop/tablet/PC. You can also email the school office on [office@chacademy.co.uk](mailto:office@chacademy.co.uk) to request support to obtain a loan laptop for your child. We can also supply study dongles to enable internet access. Initially until the school can supply and assess need packs will be given\*

*\*Packs will be sent/hand delivered out to students that do not have access to the internet or have a laptop/device. These will be delivered weekly, work that is completed must be sent to the school office so that the relevant member of staff can assess the work and offer feedback.*

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

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

### **The setting of tasks (using Teams)**

Subject areas will provide work broadly in line with students timetables through Microsoft Teams. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks will ensure the pace of content coverage is as close as possible to in-school teaching, and ensure students do not fall behind. The nature of tasks set will allow students to learn independently, without the specific support of an adult at home.

Unless there is a good reason not to, tasks will be set for individual classes. The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Reading and noting new material from a common subject area textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the subject area
- Watching a relevant video resource and making notes on it
- Completing a listening exercise (e.g. in languages)
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years

## **Live Lessons**

Academic curriculum areas will also arrange for teaching teachers to deliver content in a 'live' manner (either by text or audio and/or visual means).

Microsoft Teams is a platform that allows for resources to be shared, teachers to provide exposition, and students to ask questions in 'real-time.' Students will be provided with details about sessions and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can facilitate contemporaneous communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality in teams.

In a live session, there is no need for teachers or students to video

*In a typical live session, teachers would deliver with audio and/or video but there is no need for students to broadcast audio. Students are not allowed to broadcast video.*

## **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?**

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with blended learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ blended learning.

Assessed work will be set using Microsoft Teams and Show My Homework regardless of how students' work is eventually submitted (e.g. by Microsoft Teams or Show My Homework), with clear due dates given to students for completion, thereby helping students to organise their time. Students and teachers will keep accurate records of all work completed, submitted, and assessed.

Students must ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. For example, where tasks are set using Teams, students need to submit assignments before deadlines so that teachers can monitor their progress. If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant teacher. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's Academic Form Tutor.

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

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / guardians. However, form tutors (under the guidance of the Academic Year Leader) will check in regularly with their tutees to monitor both academic progress and their general wellbeing. Form Tutors will be expected to pass on feedback to Academic Year Leaders, particularly if there are concerns or a lack of communication. If there is a concern about the lack of attendance or engagement in remote lessons parents will be notified by phone call/email within 48hrs of the concern raised.

Form Teacher/Academic Year leader meetings will continue reaching out to families via both Microsoft Teams, and home visits where deemed appropriate and adhering to Government Guidance. Safeguarding policies and procedures will continue throughout.

### **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:

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research.
- Using the “Feedback / Comments” function on online documents on Microsoft Team / SMHW.
- Providing feedback directly in the chat function on Teams.
- Sending a direct email (or Teams message) to students with specific feedback / targets.
- Feedback via another website / piece of software
- Recording oral feedback and sharing an audio file with the student on Teams.

Additional functionality is available in Teams if teachers want to create assignments for students to complete. These might include, for example, the creation of a tailor-made quiz (containing either multiple choice or extended answers) and teachers are able to use assignments to give feedback within Teams

## **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 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:

Teachers will ensure that work is differentiated as required for all learners when setting online tasks.

Profiles are available for SEND pupils and advice can be sought from the SENDCO. In addition, the SENDCO and learning support assistants will maintain contact with students on their lists requiring regular support, by email or phone with parents/students and feed back to teachers.

Keyworkers/LSA will continue to work remotely with the class teacher to support SEND students and communicating with them during and after the remote lesson.

## **Remote education for self-isolating students**

Where individual students need to self-isolate but the majority of their peer group remains in school, remote education will be provided within 24hrs of the confirmation that they are self-isolating. If they are well enough to do so they should follow their usual timetable and will have work set on SMHW and may be invited into a Teams lesson with their usual class.

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

They will learn the same curriculum remotely as they would have in school wherever possible and appropriate. However, there may be some adaptations in some subjects. For example, subjects that have a practical nature such as Dance, P.E and Design may be adapted due to limited space that the child may be working in and the limited practical resources

The school will ensure that those individual pupils that are self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. It is important that the student is communicating with the teacher/s using their school email address.

## **Safeguarding during school closure**

In the event of a school closure, students, parents, and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between students and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead, Mrs. Conway. [jconway@chacademy.co.uk](mailto:jconway@chacademy.co.uk)

### Useful email addresses

School Office [office@chacademy.co.uk](mailto:office@chacademy.co.uk)

IT [ictsupport@chacademy.co.uk](mailto:ictsupport@chacademy.co.uk)

Safeguarding [jconway@chacademy.co.uk](mailto:jconway@chacademy.co.uk)

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