



ST GEORGE'S  
ACADEMY

aiming high to achieve excellence for all

# Remote Education Provision

## Information for Parents / Carers

We have compiled the following document to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19). Within it, you will find guidance relating to the following key questions.

### **The remote curriculum: what is taught to pupils at home**

- What should my child expect from immediate remote education in the first day or two of pupils being sent home?
- 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?

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

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

### **Accessing remote education**

- How will my child access any online remote education you are providing?
- If my child does not have digital or online access at home, how will you support them to access remote education?
- How will my child be taught remotely?

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

### **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?

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

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

## 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?

When students are initially sent home to access learning from home, our expectations for remote learning are sent to all students and parents, as follows:

Our **remote learning expectations for students** are as follows:

1. Students keep to the normal timetable that they would be following if they were in school, for each of their subjects;
2. Teachers will email details of the work (including invitations to live lessons) to their school email address. This should arrive prior to their lesson;
3. In the event that students cannot access this, parents should email [support@st-georges-academy.org](mailto:support@st-georges-academy.org), or alternatively phone ICT support directly on 01529 301156 (during normal school hours);
4. Students must ensure that they keep to the deadlines set by their teachers such that that they stay on top of their work.

Many of the lessons for students will run through Microsoft Teams, which can be accessed via any device, including a mobile phone if students do have access to a laptop, tablet or desktop computer.

At St George's Academy, our teachers are asked to ensure that live lessons are set up for each class, using Microsoft Teams where appropriate. There are a small number of exceptions to this as an approach, some examples include:

- Where an alternative approach is clearly in the best interests of the students in terms of learning and progress for that particular element of the work;
- Where the normal class teacher is absent from work for a short period of time;
- Core PE, where students are set a range of challenges over time, to actively encourage their health, fitness and emotional well-being.

Where a live lesson is not the method of delivery for a particular lesson, students should receive work prior to their lessons each day, via their school email account, or the class Teams channel.

All lessons should continue as normal with immediate effect where all students (or whole year groups) are moved to remote 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?

We teach the same curriculum remotely as would have been delivered had the students been in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example:

- In Core PE, challenges will be designed and set for the students to improve their physical and mental health, as well as promote regular activity during home learning. During core PE time, students will be directed towards daily challenges via a weekly email from their PE teacher. Examples of challenges are:
  - working towards increasing their daily step count through a walk or a run in an accessible area;
  - developing their skillset in either Football, Netball or Rugby, following one of the pre-recorded lessons sent out each week by the PE staff;
  - ensuring a healthy balanced diet and appropriate levels of hydration; and documenting a happiness diary to stimulate positive reflections.
- In Technology, all students will work on theory around each subject within D&T. Where possible this will include practical research (using resources at home – eg. food product labels – to make things more ‘hands on’) and design work. All students will be actively encouraged to get involved in as many practical tasks within the home as possible: helping to prepare meals; making and mending things using a wide range of materials; designing and making independently), baking etc.
- In Music, The KS3 curriculum will be adapted to allow for the fact that most students do not have access to a musical instrument at home. Students will look at the function of music in society and have the opportunity to work creatively on practical projects – composing, performing and recording musical ideas where possible. At KS4 and 5, where possible, the long term plan has been adapted so that students can develop their theoretical knowledge and understanding ready for the completion of practical course-work units when they are back in school. We will make clear links to ways of working in the music industry so that the vocational element of the courses is maintained.
- In Drama and Performing Arts, it will be difficult to work practically during periods of remote learning, so it has been necessary to develop new delivery plans across all Key Stages. At Key Stage 3 we will cover the required course content by creating a mixture of written tasks, theory based lessons and utilising video examples of performance work. In our examination groups, students will continue to follow the course specifications where possible. Although we will need to rely heavily on written tasks and theoretical study, we will look to explore some collaborative performance work via the use of Teams. We will also focus on developing individual performance skills and students will be encouraged to record and upload their work on a regular basis.

## 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	4-5 hours per day
Secondary school-aged pupils working towards formal qualifications this year	4-5 hours per day

## Accessing remote education

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

Our main vehicle for delivery is Microsoft Teams. All students across the Academy have their own Office 365 account, and have a Team set up for each of their subjects.

### 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:

Across all subjects, we endeavour to ensure that the coverage of our curriculum is a true reflection of the learning that would have taken place had students been in school, and therefore discourage any reliance on long-term research projects and paper-based work packs for students. Our expectations are high, in that we expect teachers to implement a continuous delivery of the curriculum, so that learning can continue uninterrupted.

However, we are mindful of the technology required in the home to support this level of access for students and have put measures in place to remove any barriers, as detailed below. In addition, we ask teachers to avoid any need for students to print work / resources at home.

If a child is struggling to access remote learning, we ask that parents contact Main Reception at the Academy in order to request support tel: 01529 302487. We are able to offer a range of support to meet the needs of students, to help them to overcome any barriers and access remote learning as soon as possible.

The support that we can offer includes:

- 1:1 technical support from a member of our ICT support team, this includes helping students and parents to resolve access and technical issues with their own devices at home;
- A loan device for students to use to access remote learning, where they do not currently have adequate access to a full curriculum. To support this, we are able to allocate laptops through the 'help with technology' scheme for disadvantaged students but have also re-commissioned a number of laptops from our in-school laptop banks as loan devices whilst students are learning remotely;
- Support with access to the internet through the loan of 4G wireless routers or dongles. Again, the 'help with technology' scheme supports our disadvantaged students to gain improved internet access;
- Arranging with teachers to send work to students via email where students do not feel comfortable talking part in live lessons through Microsoft Teams.

We feel strongly that paper-based work packs for long periods of time are no replacement for high-quality teaching through live lessons. In addition, we feel that students benefit enormously from ongoing interaction with their teachers, enabling demonstration, assessment and feedback to take place. All of these elements are critical in order to tailor the work to meet individual needs. Hence our investment in ensuring all students are able to access remote learning using the support systems detailed above.

## How will my child be taught remotely?

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

As an Academy, our aim is that our full curriculum continues to be delivered to all students during any period of remote learning.

With this in mind, our teachers are asked to ensure that live lessons are set up for each class, using Microsoft Teams to deliver. There are a small number of exceptions to this as an approach, some examples include:

- Where an alternative approach is clearly in the best interests of the students in terms of learning and progress for that particular element of the work;
- Where the normal class teacher is absent from work for a short period of time;
- Core PE, where students are set a range of challenges over time, to actively encourage their health, fitness and emotional well-being.

Where this is the case, it may be that live lessons are replaced with tasks set drawing on high-quality video / written explanations from a range of sources. Where this is the case, tasks are set and communicated to students through their class Teams channel, or via their Academy email address.

We feel strongly that paper-based work packs for long periods of time are no replacement for high-quality teaching through live lessons. In addition, we feel that students benefit enormously from ongoing interaction with their teachers, enabling demonstration, assessment and feedback to take place. All of these elements are critical in order to tailor the work to meet individual needs. Hence our investment in ensuring all students are able to access remote learning using the support systems detailed above.

## 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?

Students are expected to attend all lessons set on TEAMS in a timely manner and participate with all activities.

This will include contributions to group discussions and submission of assignments and set tasks by the teacher with a given deadline.

Students may require support from home in setting up a productive working routine. This may be in the form of a timetable, use of a quiet space and the balance of activities alongside remote learning, which support positive mental health.

In order for home learning to be effective, parents will need to support the effective running of remote learning and support any technical difficulties, which may occur in facilitating it.

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

Each week teachers will record engagement scores on the Academy MIS for any student where there are concerns with their level of engagement. These will be sent by email to the relevant parents.

Fortnightly, teachers will record engagement scores for all students and these will be sent home to all parents by email to inform them about their child's level of engagement with live lessons and work that has been set.

## 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:

There are a range of methods that staff use to feedback to students.

These *may* include the use of e mail, Microsoft TEAMS & relevant digital platforms

Students *may* receive feedback:

- Instantly during a live remote Microsoft TEAMS lesson (written or verbal feedback)
- Individual or group feedback
- On completion of an assignment / topic / quiz or test
- Automatically via a digital platform

Staff are responsible for ensuring that marking is appropriate and proportionate.

Students will receive formative feedback on independent work at a minimum every 6-8 lessons.

For coursework elements at KS4 and KS5, feedback will be provided in line with the Examination Board's assessment regulations.

## **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:

The SEND team are working hard to ensure all students have been contacted directly to offer help and guidance during this time.

Teaching Assistants are able to access lesson resources and are continuing to support their named students via email and TEAMS. Students with EHCPs have been offered places in school as per the government guidelines.

We are continuing to work with outside agencies who offer specialist support to students as much as possible and SEND review meetings are taking place either virtually or via telephone.

The SENCo is contactable for any issues you are having with access via the St George's SEND email address: [send@st-georges-academy.org](mailto:send@st-georges-academy.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?**

When students are not in school because they are self-isolating, parents should inform the Academy as soon as possible to let them know that this is the case.

Where it is a whole year group that has been asked to self-isolate, the procedures above will be put into place.

Where it is not a full year group who are self-isolating, the teachers will need to continue to teach the students who remain in school. Where possible, teachers will deliver a blended-learning approach, where students who are at home access the full lesson via Microsoft Teams. Where this is not possible / appropriate, teachers will email work home to students so that they can continue to access the full curriculum, as they would have done had they been in school.