

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 where national or 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?

Pupils who are directed to self-isolate:

- Work will be set via Google Classroom from the first full school day's absence. This will be set by individual teachers for individual pupils/classes and where possible, will cover the work planned for delivery in school.

Local/National Lockdown:

- Work will be set daily via Google Classroom to cover each day's timetabled lessons for each pupil.

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 have needed to make some changes in some subjects. For example in practical subjects such as Music, Art, PE and Design Technology we have adapted tasks to take into account the physical/material limitations of remote learning whilst maintaining curriculum coverage.

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:

| | |
|-------------------|---------|
| Key Stage 3 and 4 | 5 hours |
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Accessing remote education

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

Remote learning is managed through Google Classroom; all pupils have been taught how to use this and further support is available via our school website.

Google Meet (through Google Classroom) is used to facilitate live lessons.

Go4Schools is used to monitor completion rates.

Other commonly used sites include:

GCSE Pod, Seneca, Kahoot, Yacapaca, MyMaths, MathsWatch, Oak National Academy, BBC Bitesize, Memrise, Linguascope, Music First

There is a troubleshooting guide on our website to support digital learning and several 'How to...' guides within the pupils' section.

There are video guides to support parents in checking what has been set for their child and all parents can access the log of their child's completion rate via Go4Schools.

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 who do not have digital or online access at home can apply to borrow a laptop and/or router from school.

Parents should contact Ms L Mallon (l.mallon@hydehighschool.uk / 0161 366 7533) at school for further information.

Further barriers to learning should be discussed with designated Key Workers or Heads of Year in the first instance.

How will my child be taught remotely?

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

- Recorded teaching (e.g. video/audio recordings made by teachers, Oak National Academy lessons)
- Live teaching (online lessons)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- PowerPoint/Google Slides presentations to guide pupils through learning.
- Textbooks, revision guides, and reading books, both physical and digital
- Digital worksheets
- Longer-term project work (e.g. Art) where this is clearly broken down into short-term tasks
- Clearly defined, short-term internet research
- Free interactive software e.g. bandlab

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 do their best to complete as much of the work set by their teachers as possible and to submit this each school day in line with deadlines set.

Pupils should engage with live lessons when these are scheduled.

Pupils are expected to respond to constructive teacher feedback to improve work.

We hope that parents/carers will support children to establish good routines and learning habits within a quiet space if possible.

Parents/Carers can support their child by checking when live lessons are happening and encouraging their child to attend.

We would hope that parents/carers will discuss their child's learning with them each day, offering support and encouragement where possible and checking that they have submitted the work set for that day.

Parents/Carers are asked to alert school to any issues that their child has in relation to accessing remote learning so that support can be offered.

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 daily that work has been submitted.

Registers will be taken for live lessons.

Teachers will use Go4Schools to record, monitor and reward pupil engagement; parents can access this.

All households will be contacted regularly during lockdown by a specified member of staff to check up on progress and welfare.

Key staff will monitor engagement and contact home where concerns arise.

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:

Teachers will mark key pieces of work and feed back to pupils via Google Classroom.

Automated marking within digital resources will be used by both pupils and teachers.

Pupils will sometimes be given mark schemes to enable self-assessment.

Verbal feedback from individual teachers is encouraged using voice notes through Google Classroom (e.g. Mote).

Feedback will sometimes be given as group or whole class input addressing key learning points.

The frequency and methodologies of feedback will vary from task to task; pupils who are 'stuck' can communicate directly with their teachers via Google Classroom.

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:

- EHCP students have been offered full time on site provision should it be required
- All students on the SEN register have an assigned keyworker who is contactable by email at any time
- All students on the SEN register have been offered an hour of face to face time, in school, with their keyworker each week
- Those students who are at 'SEN Support' but require additional support are being offered more time in school on a case by case basis
- TAs are assigned to the virtual classroom of any classes they would normally have been supporting if school was open. They are liaising with the teachers of these classes in order to support the students with the work set.
- The most vulnerable of our 'Quality First Teaching' students are being contacted each week and are being offered drop in slots in school
- The Alpha Centre is staffed full time in order to allow students 'time out' from the main hubs or a short slot to access support where they are learning at home
- TAs/HLTAs have access to the phone system when working from home to support students
- School has access to a number of online intervention programmes such as IDL literacy and numeracy, Centervention and Cogmed which pupils can continue to use at home
- Where intervention groups were due to take place TAs have been offering this virtually through a combination of booklets, phone calls and Google meets
- Screenings and assessments as well as annual review meetings are all still taking place in order to ensure individual needs are being met.
- Termly review meetings have taken place virtually to help identify any particular barriers for students and prioritise the support they require

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?

Wherever possible teachers will set work which maintains continuity of learning with peers who are attending school thus ensuring as smooth a reintegration as possible. Beyond this, tasks will be set in line with the expectations outlined above.