

Template for schools: share information about your remote education

This optional template is designed to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education. The information should be published on school websites by 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

This is intended as an example template and school leaders can choose to use the most appropriate format for their setting. We recognise that not all questions will be relevant to your particular school and there may be additional information you wish to include. For example, special schools may want to include additional questions around access to wider support services that children and young people would normally receive in school, such as therapy sessions.

Schools can find further help and support on how to meet the expectations for remote education via the remote education good practice guide and school-led webinars.

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Landau Forte Academy Amington

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?

The Academy will be utilising the Microsoft Teams platform for its remote learning provision. This is a platform which has been previously piloted with students and has also used for the setting of homework.

Students will begin by logging on to Teams in the morning for a live Personal Tutor session and to also complete a wellbeing survey. Following this, there will be a literacy, numeracy or wellbeing activity to complete.

Students will then have the equivalent of two 'double' lessons during the day, with some work guided by the teacher (either presented live or via pre-recorded video). This will be followed by an extended piece of independent follow-up work.

For example, an English lesson may consist of guided activities to complete about an extract during the pre-recorded video, followed by an independent essay-writing activity based on the same extract for their independent follow-up work.

Sessions may be delivered to whole year groups, class groups, or to option classes for some Key Stage 4 lessons. A two-week timetable will be utilised and students will have remote learning sessions for all of the subjects in their traditional Academy curriculum.

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?

The Academy teaches the same range of curriculum subjects remotely, as it does in the traditional curriculum. However, some adaptations to subjects have been necessary due to the remote learning format. For example, in Performing Arts and Physical Education, some amendments have been made to ensure the lesson content is suitable for study at home and where specialised equipment or resourcing is not available.

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 (e.g. Years 7-9)	<ul style="list-style-type: none">• Personal Tutor Time: 10mins+• Literacy, numeracy or well-being activity: 1hr• Two 'double' sessions following the remote learning timetable: 4hrs• Total: Up to 5hrs 10mins
Secondary school-aged pupils working towards formal qualifications this year (e.g. Years 10-11)	<ul style="list-style-type: none">• Personal Tutor Time: 10mins+• Literacy, numeracy or well-being activity: 1hr• Two 'double' sessions following the remote learning timetable: 4hrs• Additional English, Maths and Science study time when lessons are scheduled: 1hr 5x per fortnight, an average of 30 mins per day.• Total: 5hrs 40mins on average

Accessing remote education

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

Microsoft Teams and Microsoft 365

Microsoft Teams is the primary method of sharing work with students remotely and is part of the Microsoft 365 package, which includes web access to Word, PowerPoint and Excel. Work will be set through the 'Assignments' feature or live video calls in specific Teams, and all work is stored in the cloud. If students work on paper, they should submit a photo of their work to their teacher by using the 'Add Work' button on their device.

EduLink One

EduLink One is the primary method of communication for students, teachers and parents, by sending messages to ask for assistance, support, or further stretch work.

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:

Through our trials we have already identified and provided numerous laptops and internet dongles to students who need them. This has been both through the DfE scheme and laptops purchased by the Trust.

We are also supporting disadvantaged students by engaging with telecommunication companies for free access to data and the internet. We will aim to continue supporting disadvantaged students on a case-by-case basis where necessary – for more information, please contact your child's progress leader.

We will also provide printed work packs where necessary – but these will not always follow the same curriculum as is delivered remotely, as they are designed for independent work, rather than teacher-guided study. For more information or to request work packs, please contact your child's progress leader.

In the event of technical difficulties with Microsoft Teams, work can be submitted as an attachment on an email or EduLink message to a staff member. If work cannot be submitted electronically, it can be retained by the student until we reopen before being submitted.

Please note that any paper copies of work will be subject to a quarantine period before they can be handled by staff, and this will impact the speed at which we can deliver feedback.

How will my child be taught remotely?

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

Personal Tutor Time

Every day, all students will take part in a Microsoft Teams meeting, with the personal tutor discussing a topic area. Students will have the opportunity to discuss issues in this group forum.

Literacy, Numeracy and Wellbeing

For **Literacy**, all students will be provided with a chapter of a book, read to them with the accompanying text on a video, followed by a comprehension quiz. In **Numeracy**, students will be set tasks on the Hegarty Maths online platform. For **Wellbeing** tasks, students will be set a variety of different activities designed to promote their mental health, self-esteem or general wellness.

Live and Pre-Recorded Lessons

Students will either take part in lessons live, during a meeting, or by viewing a pre-recorded session made by one of their teachers. For the **Live Meeting** style lessons, students should join the designated meeting on their device, with their remote learning or normal exercise book and complete the tasks, as directed live by their teacher. They should use the chat function only to ask questions if they are stuck, or answer direct questions from the teacher.

For **Pre-Recorded sessions**, students will be given a link to a video lesson, made by one of their teachers. Students should work through this at their own pace, using their remote learning or normal exercise book to complete any tasks, as directed by the teacher. They can and should pause the video as prompted to complete tasks as they go. There will also be a 'Live Q+A' meeting session for them to ask any questions from a subject specialist – details of this will be provided to students, as appropriate.

Follow-Up Work

After the Live or Pre-Recorded lesson, students will be set independent 'Follow-Up' work to allow them to apply what they have learned. They should either use their remote learning or class exercise book, or an online Word document to complete this task, submitting it before the daily deadline.

Additional Platforms

We may utilise additional websites and platforms in specific subject areas, for example Hegarty Maths in mathematics or Language Nut in Spanish. Details will be provided by these subject areas on how to use these platforms.

Work Packs

In some cases, we can provide printed work packs for independent study as detailed above, but these will not provide the same teacher-led experiences as the live lessons.

Class teachers may also choose to assign additional material to individual students or groups of students at any time to ensure understanding and to prevent misconceptions.

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 should participate in all sessions every day.
- Students should complete work on the day it is set and submit it to their teachers. Work will 'Expire' at midnight every night, to maintain the routine of a day's education.
- Students should be sensible when using the platform, and only use features like chat posts if related to the work or instructed to by a teacher.
- Students should **not** use their webcam
- Students should only use their microphone if given direct instructions to do so
- Parents can support by maintaining a healthy routine, allowing students to be online for their Personal Tutor Time session (at or after 8:30am)
- Parents can support by asking questions about what their children have learned during the day
- Parents can support by ensuring students have a quiet, well-lit area to work in that is free from distractions (e.g. televisions, video games, etc.)
- Parents can always ask teachers for advice and support by messaging through the EduLink app

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

We will take a daily register based on participation with the lessons and work provided to each child. We will use this data to monitor student engagement and wellbeing regularly, making contact when necessary.

Please continue to contact the Academy in the normal way if you need to inform us of any absences due to illness, so that we can factor this in to our monitoring of attendance and participation.

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:

Pupil work and progress will be assessed through a triangulation of methods every week. These include but are not limited to:

Synchronous

- Written feedback provided by the MS Teams chat function e.g. asking students to respond to a question during a 'live' lesson
- Written feedback provided by the MS Teams survey/quiz function e.g. survey students during a 'live' lesson, or following a pre-recorded lesson
- Oral feedback provided through MS Teams voice function e.g. asking an individual student a question during a 'live' lesson
- Oral feedback provided through MS Teams 'clinics' for students to receive individual support e.g. fortnightly guidance for students working on assignments

Asynchronous

- Written feedback provided by the EduLink communication function e.g. providing advice on how to answer or improve a response
- Rubric feedback provided by the MS Teams assignment function e.g. following the completion of an exam question or task
- Written individual feedback provided by the MS Teams chat function e.g. at the end of a topic or module of work
- Written whole class feedback provided by the MS Teams chat function e.g. at the end of a topic or module of work
- Immediate feedback from the completion of a multiple-choice quiz provided by MS Forms e.g. reading comprehension activity questions.

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:

Our SEND team will look to contact parents of students with specific needs regularly throughout periods of remote education. We will aim to discuss any issues and troubleshoot, where appropriate.

Teachers also have access to student individual SEND plans, which are considered when delivering remote learning and, where possible, appropriate remote support is provided to ensure students can progress.

In addition, we may provide bespoke work packs for individual students who may find the process of remote education challenging. These will be printed and provided directly to parents following telephone consultation, but students will still be able to access all assigned work through Microsoft Teams if they so wish.

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?

Work for self-isolating students will be provided through the 'Isolation Work' channel of each Year Group Team on Microsoft Teams. This work will be set weekly by each curriculum area and contain an independent study-version of the content that is set to be covered in-lesson, during that week.

Students can work through these booklets at their own pace and use EduLink to ask their teachers for further support or stretch should they need it. Upon the return of the student from the period of isolation, they can hand in any work they have completed for feedback (subject to a quarantine period), or they can submit any work to their teacher via an email, or EduLink message, that has an attachment of the completed task(s).