



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.

We have already been delivering remote education where it has been needed, continually improving our provision in line with expectations and emerging best practice. SVS will work in line with following DfE's expectations:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

1 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?

Student self-isolating	Partial Closure	Full-closure
<p>Students who are required to self-isolate will access the school curriculum via Google Classroom (GC). Self –isolating students will have full access to their teachers via GC. Teaching staff will upload recorded lessons and assignments to ensure these students have:</p> <ul style="list-style-type: none"> • meaningful and ambitious work each day in a number of different subjects • access to a well-sequenced 	<p>In the event of a class/ year group bubble being asked to self-isolate, teaching staff will upload recorded lessons and assignments to ensure these students have:</p> <ul style="list-style-type: none"> • Ensure teaching staff deliver live lessons from school for students to access remotely via GC • The teacher from the 	<p>In the event of a full closure:</p> <ul style="list-style-type: none"> • Teachers will deliver the curriculum and lessons remotely via GC, either live or pre-recorded. • Assignment work will be set as per timetable and follow the same curriculum content as would be delivered in school. • Assignment/Assessments will be accessible to students without the need

<p>curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</p> <ul style="list-style-type: none"> • frequent and clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources. • a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers via GC. 	<p>classroom as per timetable will deliver all remote lessons (isolating students working remotely) live.</p> <ul style="list-style-type: none"> • Live instruction will last at least 25 minutes with the rest of the lesson provided for students to complete assignment/assessment work and upload to GC. 	<p>for additional adult input.</p> <ul style="list-style-type: none"> • We will provide frequent, clear explanations of new content through high quality curriculum resources, and/or premade videos e.g. Oak Academy resources where they align with the SVS Curriculum.
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We will provide work packs to complete independently for students that are unable to access IT. The work packs will cover basic skills work that would be relevant at any stage of the year in English, Science and Maths. This will be collected and marked on a weekly basis.

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 adaptations in some subjects. For example, PSHE and Arts. We give weekly pack of activities for the students to complete independently (online and work packs).

2 Remote teaching and study time each day

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

The remote education provided is equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided will take pupils broadly the following number of hours each day:

Key Stage 2	4 hours
Key Stage 3 and 4	4 hours

3 Accessing remote education

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

All of the remote learning provision, including homework, will be provided via the Google Classroom platform. See Remote Learning Policy.

Google Classroom and G Suite will be used consistently across the school in order to allow interaction, assessment and feedback and we ensure that are trained and confident in its use.

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:

1. SVS carried out a Digital Needs Survey in September 2020 to assess and identify students that require assistance in any of the following:
 - to access laptop/tablet (see Digital Loan Policy)
 - internet connection (for example, routers or dongles)
 - to access any printed materials needed if they do not have online access
 - how pupils can submit work to their teachers if they do not have online access
 - Tutors Rota system to drop and collect school work
2. Based on the survey and validated by their form tutors, the students/parents/carers are guided on how to access digital/paper based support. Form tutor liaise directly with parents/carers.

We support our students to overcome barriers to digital access by:

- distributing school-owned laptops accompanied by a user agreement or contract
- providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- it may also be that some of our pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the DfE guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other safeguarding factors.
- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern (see communication logs 'live' document in Google Drive)
- identifies a named senior leader (Curriculum Manager CB) with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education

How will my child be taught remotely?

We use a combination of the following approaches to teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum pupils remotely:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (Exampro, Hegarty Math)

4 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? See letter to parents sent 07/12/2020.

Parents/Carers should:

- Ensure that your child has an appropriate space in which to work/login to GCs
- Remind their child of the appropriate way to behave while working online and only post comments that are related to the subject and are sensible
- Ensure there are parental controls on any device your child is using for help with this, please follow this link: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>
- Know how to keep children safe online. The government's guidelines on this is here <https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safeonline/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online>

Expectation for pupils' engagement with remote education	Expectations of parental support The expectations of learning from home are as follows:
<ul style="list-style-type: none"> • Being on time for your interactive session • Being dressed appropriately for learning (e.g. no pyjamas) • Remaining attentive during sessions • Interacting patiently and respectfully with your teachers and peers, at all times • Providing feedback to teachers about your experiences and any relevant suggestions • Video conferencing from an environment that is quiet, safe, public and free from distractions. Please avoid using a bedroom for video conferencing. • You MUST NOT record each other's online interactions. If the lesson is to be recorded, this will be done by the teacher. • Make sure you end the session as soon as the teacher indicates to do so and do not stay in the session after the teacher has left. • The expectations of behaviour in a live lesson is the same as a lesson in school. Appropriate language must always be used and answers to questions must be provided if requested from the teacher 	<ul style="list-style-type: none"> • Your child must follow their normal timetable. This means that there will be minimum of 20 hours of work a week provided while working from home. • Your child will need to follow the timetable that has been posted on their form group. This timetable identifies lessons when your child will need to be online at the same time as their teacher. A 'live' lesson will be delivered at this time. • Your child must follow the Online Learning Code of Conduct and Live Lesson protocols at all times. • This will be followed by a task/activity that will allow your child to apply the knowledge they have learnt. This will be set in the form of an 'assignment'. This must be submitted by the deadline set by the teacher. • During the live lesson, the teacher will be available to answer any questions your child may have and give the teacher a chance to check your child's understanding of the work. • If your child does not have access to IT, they should complete the printed work pack provided. Tutors will collect the work for marking and drop new packs.

	<ul style="list-style-type: none"> • If your child does not attend their allocated online session and does not submit their work when required, a staff will contact you directly as part of a 'safe and well check'.
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How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

SVS have systems in place for checking, daily, whether pupils are engaging with their work, and immediately work with families to rapidly identify effective solutions where engagement is a concern (see communication logs 'live' document in Google Drive). See below monitoring steps:

1. Register of attendance in live G Meet for lessons; evidence of classroom and homework; participation in remote GC;
2. If your child does not attend their allocated online session and does not submit their work when required, then designated staff will contact you directly as part of a 'safe and well check'.
3. In case of persistence absence the pupil will be referred to DSL for welfare/safety checks visit.

Carolin Benzigar, Curriculum Manager, is our named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

Managing non-engagement / absence

One of the barriers we know exists is a lack of pupil engagement, even when remote learning is provided. This could include not attending compulsory live lessons, not completing assignments, or not sending in assessments by the deadline.

- We use and adapt our existing attendance policies and expectations.
- Be clear what expectations are when sending pupils home.- please delete
- Follow up on any persistent absentees / non-engagers using our existing processes, eg. phone calls and letters home, home visits.
- Students are also called to school to have one to one face sessions provide mental and emotional support and are re engaged into remote learning.
- Reward active attendance with JD voucher.
- Refer to SMBC Attendance and prosecution/ vulnerable children group

How will you assess my child's work and progress?

SVS feedback in many forms and not always mean extensive written comments for individual students. 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:

- Pupils will receive daily feedback on their classwork.
- Teachers deliver lessons through GMeet and set work to be completed through the remainder of the lesson. This work may be handed in electronically using the assignments function in Google classroom or teachers may ask students to email it to them.
- With assignments submitted through Google classroom, teachers provide their feedback in the Google document to comment on student work which is recorded as the students classwork.

- Teachers are not expected to mark every piece of work in depth, but they will be checking work and addressing any errors or misconceptions with students in the following lessons.
- We also use quizzes through online forms to assess student understanding. This provides instant student feedback, and scores are recorded so that teachers can address common mistakes in future lessons.
- We also sometimes provide recorded audio feedback (mote) through the Google classroom platform.

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:

1. Weekly delivery of work packs and collection of their work for marking and feedback.
2. Online tutorial to access GC.

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?

It will be exactly the same as we have already been delivering remote education where it has been needed.

Providing immediate remote learning particularly when a majority or some pupils remain in school, it may be very challenging to provide immediate remote learning the first full day a child cannot attend school due to Covid19. Here are some preparations in place:

- All students are provided with log in credentials to access online learning platform GC.
- Produce a pack of materials that can be sent home with pupils, either physically or virtually.
- This may not cover the full breadth of the curriculum but might be focused on core subjects including English, Science and Maths.
- It may also not reflect the curriculum being taught in school that week, especially if it's produced in advance, but could include learning that reinforces learning gone before or supplements the normal curriculum. For example, the materials could embed and extend knowledge and skills taught in a previous year.
- Have a plan in place to activate your full remote learning offer as soon as possible, which should be more closely mapped to our school curriculum.