

Remote Education Provision - Information for Parents

This information is intended to provide clarity and transparency to students and parents about what to expect from remote education if local restrictions require entire cohorts (at WHS we refer to these as Year Groups) to remain at home. We know our systems work as following the national closures of schools in 2020 and 2021, the majority of students returning to school in September 2021 did not have significant gaps in their learning.

The overriding principle and expectations of our remote learning, in all year groups, is that students need to be learning and not simply doing.

For partial closure and absence due to testing positive with Covid19 but well enough to learn, the school will operate a tiering system to ensure all students continue to receive high quality provision. In line with the government guidance we will aim to provide work and minimise any learning gap that might occur as a result of absence due to Covid19.

The Remote Curriculum: What is taught to students at home

Remote learning will be a seamless transition from the physical school environment to a virtual school environment. Whilst not on site, we expect our students to be following the same curriculum that would have been delivered if they were as normal. Our systems are modelled to allow this to be the case and is based on close knit specialist subject teams supporting the learning of individuals and classes with an overarching pastoral support mechanism.

We are confident our students will continue to be the respectful, resilient and responsible learners that we see in school. Teaching staff will provide the necessary support to enable students to access their learning remotely.

What should students expect from immediate remote education?

This will depend on the circumstances around why remote learning has been implemented, but the overall expectation is work set will follow on from what has been taught in school and will continue to be taught.

Tier 1 Support

Student is self-isolating because they have tested positive for Covid19 but well enough to work. In such instances:

- Year group team to inform staff when students are self- isolating.
- All teachers to email appropriate work to the absent student directly, so that they are able to seamlessly reintegrate back into future lessons. (Student Manager copied into the initial email).
- Sixth Form students will be given the opportunity to join their normal timetabled lessons via Teams.

In such cases the student is seen as an isolated case where this level of individual support is both appropriate and achievable with regards to workload for staff.

Tier 2 Support

Three or more students have tested positive from the same class. In such instances work will be set via the VLE for all the members of the class who are well enough to complete the work. This should mirror the work being undertaken by the rest of the class who are still in school. Where practical, students should be able to join the live lesson via Teams or a Teams recording will be made of the lesson for them to access. For students who do not have access to the internet, hard copies will be collated by the year group team and sent directly to the students involved.

Tier 3 Support

In the event of a school closure or Year Group bubble closure, we will expect that work will be set via the VLE and following the guidance below:

1. Transition in curriculum delivery from school to remote will be seamless.
2. Teaching staff will ensure that all students will have access to:
New material - expanding students' knowledge
Consolidation material - encouraging students to use their learnt knowledge and apply it in a manner which deepens their understanding (detail below).
3. Assessment will be formative and ongoing (detail below).
4. Feedback will be given regularly (detail below).
5. Students will actively engage with the remote learning materials.
6. For students who do not have access to the internet, hard copies will be collated by the year group team and sent directly to the students involved.
7. For Sixth Form students, all lessons will switch to live delivery through Teams.
8. Regular Pastoral briefings for the Year Group Bubble will take place every day.
9. Tutors will contact each student for individual catch-up every fortnight.
10. IAG program will become virtual for the Year Group Bubble.

Tier 4 Support

In the event of a full school closure we will expect that work will be set via the VLE and following the guidance. This will ensure learning continues until a physical return to school is possible.

1. Transition in curriculum delivery from school to remote will be seamless and will be delivered via the VLE with pre-recorded Teacher input for each lesson or live by Teams.
2. Teaching staff will ensure that all students will have access to:
New material- expanding students' knowledge
Consolidation material - encouraging students to use their learnt knowledge and apply it in a manner which deepens their understanding (detail below).
3. Assessment will be formative and ongoing (detail below).
4. Feedback will be given regularly (detail below).
5. Students will actively engage with the remote learning materials.
6. For students who do not have access to the internet, hard copies will be collated by the year group team and sent directly to the students involved.
7. For Sixth Form students, all lessons will switch to live delivery through Teams.
8. A direct link to teaching staff for additional support will be available for every lesson for every learner.
9. Regular Pastoral briefings for each Year Group will take place every day.
10. Tutors will contact each student for individual catch-up every fortnight.
11. IAG program will become virtual for all Year Groups.
12. Departmental challenges will be set for student enrichment.
13. House competitions and Extra-curricular clubs where possible will become virtual.

Will students be taught broadly the same curriculum as they would if they were in school?

We aim to teach the same curriculum remotely as we do in school.

In the eventuality of a full school closure, we publish half term plans for each subject. This will detail the topics being taught, key learning aims, and assessment and feedback opportunities.

Remote Teaching and Study Time each day

How long will the work set by the school take a student to complete each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Years 7, 8 and 9	Students should be doing at least 5 hours of work per day.
Years 10, 11, 12 and 13	Students should be doing at least 5 hours of work per day plus additional independent extension work where directed.

Accessing Remote Education

How will students access the online remote education we provide?

All students will continue to be supported remotely through our **Virtual Learning Environment (VLE)** called **'Firefly'**. There is a student app for iOS and Android and we suggest this is used to enable students to keep track and access all work set. The app can also be used on an iPad. If you do not wish to use the app, you can still access the VLE via the link on the school website. Students will use their usual school password to access the platform. Please see our Remote Learning for students guide for more details.

Students in Year 12 and 13 will receive an email invite from their teachers to live lessons on Microsoft Teams. Please see our Remote Learning for students guide for more details.

If a student does not have digital or online access at home, how will the school 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:

- We survey parents about access to ICT and combined this with our knowledge of students from the lockdown last March. Our Newsletters to Parents additionally ask parents to notify us of any accessibility issues and Pastoral staff follow up non-engaging students. Once ICT is identified by either parents or our Pastoral Team as a barrier to learning, we issue laptops to the students with appropriate loan agreements and fair usage documentation.
- As accessibility issues are identified we discuss with parents the ability of their child to access a stable internet connection and any barriers to this. Where appropriate we use Mobile Data to increase data limits for students to enable them to access their remote learning; we may also issue a 4G data SIM if appropriate for a smart device that is compatible. If no Broadband or smart device is available in the home we will provide a 4G router to support the learner, as long as the student lives in an area where there is a 4G signal of sufficient strength.
- The students who live remote from stable 4G phone signals and without access to Broadband will be sent weekly paper copies of their work. These are provided by each subject teacher to our Admin team who produce the work packs and send them directly to the students at their home address.
- Students are asked to post or submit work directly back to school if they are unable to send in work remotely.

How will the students be taught remotely?

Key Stage 3 - Years 7,8 & 9

- Students will receive lesson instructions and tasks via their 'task' section on the VLE.
- All students should have their exercise books for all subjects at home. As much as possible, work will be set to be completed in exercise books. An appropriate alternative is acceptable if students do not have access to their exercise books.
- A range of different approaches will be used taking into consideration the variety of different devices and remote learning environments our students are experiencing.

Approaches will range from:

- Recorded teaching (recorded teaching, video/audio recordings made by our teachers and other appropriate chosen clips), some lessons may also be taught live.
- Textbooks and reading books pupils have at home.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Project work and/or internet research activities to support main body of learning.

Key Stage 4 - Years 10 & 11

- Lesson instructions and tasks via their 'task' section on the VLE. Some lessons may also be taught live if this is the most appropriate method for a particular topic or area of study.
- All students should have their exercise books for all subjects at home. As much as possible, work will be set to be completed in exercise books or subject specific resource. An appropriate alternative is acceptable if students do not have access to their exercise books.
- A range of different approaches will be used taking into consideration the variety of different devices and remote learning environments our students are experiencing.

Approaches will range from:

- Recorded teaching, video/audio (recordings made by our teachers and other appropriate chosen clips)
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Project work and/or internet research activities to support main body of learning
- Exam board resources
- Exam questions

Key Stage 5 - Years 12 & 13

- All timetabled lessons will be delivered live on Microsoft Teams.
- All students should have their exercise books for all subjects at home. Work will be as much as possible set to be completed in exercise books or subject specific resource. An appropriate alternative is acceptable if students do not have access to their exercise books.
- A range of different approaches will be used taking into consideration the variety of different devices and remote learning environments our students are experiencing.

Approaches will range from:

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Project work and/or internet research activities to support main body of learning
- Exam board resources
- Exam questions

Engagement and Feedback

Expectations of every student's engagement and of the support from parents

Students

- Students are expected to complete all work set for each of their lessons.
- Students are expected to mark the task as complete once they have finished.
- Any requested work by the student's teachers should be submitted as required.
- If students require additional support they are expected to use the support timetable and email the allocated teacher directly.
- Students are expected to present and organise their work as they would in school to a high standard.

Parents

- Parents are asked to support and reinforce the remote learning expectations at home. Checking what students are to learn at the start of the day and a summary of their learning at the end of the day is a good way to motivate and direct students effectively.
- Setting a daily routine is key to ensure students are able to make the distinction between work and leisure time and we ask parents to establish this immediately.
- Please ensure appropriate screen, learning and wellbeing breaks are scheduled throughout the day.
- We ask parents to ensure students have an appropriate learning environment at home and access to a remote learning device.

How will we check if students are engaging with their work and how will parents be informed if there are concerns?

- Teachers will regularly check whether work has been marked as being completed or not.
- Students who have not engaged or submitted the work set will be highlighted through the year group team tracking system which will result in the year group team deciding the best course of action.
- Non-completion of work and non-engagement will result in a contact home from either the classroom teacher and/ or the year group team as is appropriate.
- If parents are concerned about non- engagement at home they are encouraged to contact the relevant year group team for further support.

How will students' work be assessed and how will progress be measured?

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:

- Any work submitted will receive feedback from the classroom teacher via email, Microsoft Teams, the VLE or other chosen online platform.
- Methods of assessment and feedback will take into consideration the remote learning situations students have access to.
- KS3 students will receive a mini assessment and feedback at least every 2 weeks.
- KS4 and 5 will have regular ongoing feedback as they usually would as if they were in school.

Additional Support for Students with Particular Needs

How will we work with parents to support students who need 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 to support those pupils in the following ways:

- All SEND students have a keyworker who will be in contact a minimum of once week.
- Keyworkers are included in the set tasks to allow bespoke support with the learning.
- Work is appropriately set by the classroom teacher as if students were attending school.
- The Achievement Coordinator will provide virtual support to enable students to access the work as needed.