

Information on Remote Learning Provision at The Wilnecote School

- For time of national lockdown or significant close-contact cohort closure

<https://thewilnecoteschool.com/office365/>

- For those individual students who are absent due to illness or self-isolating:

<https://thewilnecoteschool.com/wp-content/uploads/2020/11/Self-Isolation-Resources.pdf>

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?

- Our immediate remote offer is the same as that planned for the whole experience. Students will be immediately directed to our MS Teams provision

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. We have made no compromise to curriculum offer and this was the most important underpinning tenet of our planning. The only time when the offer may deviate from in-school provision may be in practical subjects such as PE and Drama where the practical experience may not be possible or appropriate. However, in these cases the set knowledge and skills based content of the curriculum is adhered to through theory based elements.

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	(Number of hours – there are <u>minimum expectations</u> for remote provision.
Key Stage 3	8.30am – 2.40pm 5 x 45 minute lessons + 20 min tutor time= 4 hours and 5 minutes
Key Stage 4	8.30am – 2.40pm 5 x 45 minute lessons + 20 min tutor time= 4 hours and 5 minutes

Accessing remote education

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

- Students will access remote learning via Microsoft Teams through their Office 365 account.

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:

- Access to hardware – the school has a limited number of laptops which we can lend to students who do not have access to a device at home. Please contact office@wilencotehighschool.org if you would like to make a hardware request
- Access to internet connection – the school has a limited supply of appliances which can enable an internet connection (for example, routers or dongles.) Please contact office@wilencotehighschool.org if you would like to request hardware
- Our teachers are aware that not all our students have access to a printer and that their use and upkeep can be expensive. Our teachers therefore have planned their lessons without any expectations of capacity to print. If you think your child would benefit from access to hard copy resources, please contact our Pastoral Team
- In MS Teams work is submitted online through 'assignments'. If a child does not have online access for any reason, parents are encouraged to contact the school via office@wilencotehighschool.org

How will my child be taught remotely?

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

- The majority of our provision is through live teaching in online lessons. We believe that this is the most effective method for teaching and for maintaining student engagement. Regular contact between students and teachers also supports our important safeguarding work.
- In each 45-minute lesson or tutor time, a teacher may choose to structure the lesson by including other resources eg. recorded material such as video/audio recordings/ commercially available websites (a list of which can be found here <https://thewilnecoteschool.com/learningresources/>) and with reference to textbooks where applicable.
- A lesson will always begin with the teacher greeting the students and with a final plenary before sign-off.

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?

- Our expectation is that attendance to online lessons is compulsory and this has been communicated to parents/carers and students through our normal communication networks. Attendance to lessons is checked by the class teacher and recorded centrally.
- Our parents/carers have demonstrated great support in the development of our remote provision and we urge parents/carers, although we recognise the constraints, to continue to maintain the best possible environment for learning at home through the provision of a (quiet) place to work and set routines to support both learning and well-being.

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

- Attendance to lessons is compulsory. Parents should inform the Attendance Officer by the normal method pupilabsence@wilnecotehighschool.org if a student is unable to access the learning on the day due to ill health. Attendance is checked by the class teacher in every lesson and recorded centrally. The Attendance Officer or one of our Pastoral Team will contact parents/carers if there is a pattern of non-attendance.
- Teachers are requested to report any examples of behaviour in online lessons which give cause for concern. This could include poor behaviour, poor interactions with others or failure to engage appropriately. Teachers update our Pastoral Team on a lesson-by-lesson basis and members of the Pastoral Team can contact parents/carers in real-time.
- We will remote on attendance and engagement statistics in our usual reporting cycle (see below)

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. Our approach to feeding back on our students' work is as follows:

- Teachers will use a range of marking strategies to assess verbal contributions or completed work and to judge progress. This may be in the form of whole-class feedback, quizzes marked automatically via digital platforms or graded assignments.
- We continue to adhere to our existing assessment, recording and reporting calendar. You will receive a monitoring report each term which will inform you of your child's engagement and progress over this period and we are holding virtual parents' evenings as scheduled during the period of remote education.

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 Critical Worker/Vulnerable Student provision is available to students who are designated as having SEND, who are not engaging well with the remote provision and who would benefit from in-school support.
- Our Head of Learning Support/SEND/CO, Richard Grant, is contactable via rgrant@wilnecotehighschool.org if parents/carers wish to talk with him about the situation.
- The Hearing-Impaired Team and the staff in our ASD Resource Base continue to support their students virtually in remote lessons and teachers may set up 'break-out rooms' to enable this support to be targeted effectively

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education is provided which 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?

- If the close-contact group forced to self-isolate is of a significant size, the school will make arrangements for them to join the in-school lesson remotely via MS Teams to receive live-learning
- If the close-contact group is small or if individuals are self-isolating then teachers will place the work to be completed in MS Teams to be completed individually. The reason for this is that teaching hybrid groups can compromise the quality of learning for all if there is a disparity in numbers requiring remote versus face-to-face learning.
- There is additional information and extension activities for those students self-isolating on an individual basis and are not part of a close-contact group at this link <https://thewilnecoteschool.com/wp-content/uploads/2020/11/Self-Isolation-Resources.pdf>