

Remote education provision at Waddesdon School: 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.

The Remote Learning Continuity Direction was renewed on 26th August 2021. This direction is a legal document. The school has a legal duty to have “regard” for the statutory obligations and expectations of remote learning. These include:

- An average of 5 hours learning per day
- A fully sequenced curriculum
- Daily checks on engagement
- A named member of staff responsible for remote Learning provision
- A published policy on remote learning on our website
- Avoiding long term projects or internet-based research tasks.

The remote curriculum: what is taught to pupils at home

We have followed the advice given by the Education Endowment Foundation (EEF). The following five points summarises the research undertaken by the EEF.

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

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?

On the first full day of remote education the school will provide classwork via the online system “Classcharts”. This is the minimum expectation.

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, PE, Design Technology and IT lessons.

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	5 hours a day.
Secondary school-aged pupils working towards formal qualifications this year	5 hours+ a day

Accessing remote education

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

Using "Classcharts" for homework and remote learning and Microsoft Teams for "Live" teaching.

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:

- The school has a small number of Government laptops that can be loaned to pupils working from home.
- Printed materials can be made available via the school reception.
- If pupils are unable to submit work online, they can drop work via the school reception.

How will my child be taught remotely?

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

For pupils to learn through remote teaching we must ensure the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided.

Teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed.

Some examples of remote teaching approaches:

- live teaching (online lessons) via Microsoft Teams
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Online resources via classcharts
- 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 (E.g., Heggarty Maths)

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 ask that you provide them with a suitable workspace. It needs to be light and airy with a minimum of distractions.
- We ask that they follow the structure of the school day.
- Multiple reviews (EEF) highlight the importance of peer interaction during remote learning, to motivate pupils and improve outcomes. Please ensure your child attends tutor time and all their "live" lessons, when these are available.
- Your child shall be set a range of tasks to keep them motivated
- The class teacher will explain how your child will submit this work via classcharts
- We ask that you make sure your child has rest breaks, time away from the screen and an opportunity to step outside for fresh air.

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

In this section, please set out briefly:

- Tutors will contact pupils to check engagement
- SEN pupils will have an allocated key worker.
- Parents and carers will be contacted if pupils fail to attend or do not submit work.

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 offer feedback through:
- Classchart comments
- Online Grading
- "Live" feedback through Microsoft Teams
- Automatic grading via Heggarty Maths

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:

- Pupils with an EHCP will be contacted weekly by their key worker, as a minimum.
- Pupils at home can send messages to their teacher via Microsoft Team or talk through their difficulties with their named LSA
- If a child continues to struggle please contact the school SENDCo, Fiona Champness.

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?

- Our remote learning procedures have been planned using the DfE guidance
- Broadly speaking, the work available for these students covers their whole curriculum, with five lessons a day available on classcharts. The aim is to ensure these students still have access to an accessible, broad and balanced curriculum. Expectations are as follows:
 - Staff will upload classwork via classcharts in line with department procedures
 - If online submission is expected, staff will indicate this in the setting of work
 - Pupils will complete homework via classcharts through online submission
 - Department overviews guarantee that all lessons are uploaded (whether this be daily or weekly/fortnightly drops)
 - Parents and students can ask questions about the work (one piece of communication per lesson) but will need to allow up to 48 hours for a response
 - Students should move on from a piece of work if they are not able to do it, but have asked for guidance and start a new piece
 - Staff will check and/or mark work set on classcharts where an online submission is expected
 - Marking will follow the expectations set out in the Subject Entitlement