Remote education provision: information for parents

This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to students at home

A student'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 students being sent home?

Departments have each created a pack of materials for one week's worth of lessons in their subject. These will be issued to students before they go home if a closure has been announced. Students will be instructed to follow their normal timetable and, for the first two days, complete the relevant lessons' work from the booklet.

Should there be no notice given of a closure, students in Years 7-9 will be expected to use their Knowledge Organiser to learn key material; students in Year 10 and 11 will be expected to use GCSEPod and BBC Bitesize to revise key terminology and basic skills in each of their subjects.

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?

Following their normal timetable, students will have lessons in every subject, and we will 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, Food and Nutrition and Design Technology have a high practical element, which it is not possible for us to deliver remotely.

Remote teaching and study time each day

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

As we will be following our normal timetable, the work for each subject should take up to one hour and be completed during the normal lesson time (25 minutes for PSHE and ASPIRE work which is completed during our morning tutor time).

That is a total of 5 hours, 25 minutes of work each day.

Accessing remote education

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

All work is set on Google Classroom (accessed from their school email account, run through gmail, or by signing into Google Classroom using their school email account and password).

Lessons will be live for at least the first 5 minutes for registration and introduction – some may be fully live – and these are accessed through the meet link on the banner of each subject's Google Classroom 'Stream' page.

Any other online resources needed will be linked from Google Classroom.

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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

- We will lend laptops to students in the first instance, enabling them to connect from home - parents or carers can request these by telephoning the school office or emailing office@smithdonhigh.org.uk
- We will order dongles from the Local Authority, to enable an internet connection, where these are available. Please telephone or email your child's Pastoral Manager to request this.
- Where neither or these are options, or where is it deemed the best option for the child, we will offer the student a place in one of the Key Worker bubbles to attend school to be able to continue their learning.

How will my child be taught remotely?

We use a combination of the following approaches to teach students remotely.

Following a live introduction to the lesson, including a register being taken, any of the following (or combination of them) may be used:

- live teaching (online lessons through a Google meet)

- recorded teaching (such as Oak National Academy lessons, video/audio recordings made by teachers, Powerpoints/Googleslides with voiceover)

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. GCSEPod, Hegarty Maths, MyMaths, Educake, Everlearner, etc.)

- Powerpoint instructions/tasks or worksheets

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 expect students to:
- attend their lessons, unless valid reasons are provided.
- submit the work set by the deadlines given.
- contact their teachers directly for help if they have difficulty with the work set.

Parents to support their child by:
- setting routines to support their child's education.
- ensuring they get up at an appropriate time to begin the day's learning.
- contacting the school immediately there are any concerns, so we are able to offer appropriate support.

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

- We will be taking a register at the start of every lesson, to check students are logging onto their work.
- Engagement with the work will be checked through a variety of methods:
    - The marks achieved on quizzes completed through Google Forms.
    - Completing work on external websites, which log time spend online and outcomes of work completed (e.g. Hegarty Maths, GCSEPod, etc.)
    - The quality of work submitted to the classroom (written tasks, pictures of work completed, etc)
- For parents/carers who have accepted the invitation to be a linked Guardian on Google Classroom, the weekly/daily update email will inform you of deadlines for work and any outstanding deadlines missed.
- If students do not attend lessons or submit work (or submit work of a standard we would expect), you may be contacted by:
    - Your child's subject teacher in the first instance (by email or telephone)
    - Your child's form tutor (by email or telephone) if tutor time or more than one subject
    - Your child's pastoral manager (by telephone as preference) if no engagement or repeated concerns

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 student work is as follows:

- Marked quizzes
- Whole-class feedback (pre-recorded or live), including:
    - additional teaching
    - discussion of model answers
    - live marking of an example answer
- Written feedback – direct onto the documents or as comments boxes

Additional support for students 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 students, for example some students 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 students in the following ways:

- Encouraging students with an EHCP to attend school in the Key Worker Bubbles to be given support by the LSAs in school
- Offering 1-2-1 online tuition with an LSA for two hours per week (minimum) to offer targeted support

Remote education for self-isolating students

Where individual students 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 students 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?

Teachers will:

- EITHER convert their lessons for students to access on Google Classroom each day and to enable them to continue working from home. (This could be converting Powerpoints to PDF files or simply sharing resources with instructions)

- OR invite students to attend the lesson live by joining a Google Meet through Google Classroom at the time of their normal lesson, so they engage with the lesson in the normal way, but from home.