

Review of Remote Education 2020/21

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils, parents and carers about what to expect from remote education where national or local restrictions require entire cohorts (or Pods) 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?

In the first instance pupils will be set work via the Virtual Learning Environment (VLE), at UALS the product we use is called "Lessonboard". If it is a planned longer period of reduced opening, for example, a National Lockdown, a Streaming Schedule will be designed and shared with parents in a timely fashion. However, if it is a Pod isolation then streaming shall commence from at least the second day of being at home. Where appropriate, given the nature of tasks being completed at that time in each subject area, or indeed if there are known difficulties that individuals might experience with home connectivity, paper packs of work and resources shall be shared accordingly.

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, following the same timetable and timings where possible, albeit content might be adjusted accordingly, if it is deemed better suited to a remote delivery.
- 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, in PE, DT and IT, it is incredibly challenging to set practical lessons due to the limitations of equipment at home, teams being required or for reasons of health and safety (machinery for example).

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 3	5 hours of work to be provided remotely including on average 3-4 hours of live streams per day
Key Stage 4	5 hours of work to be provided remotely including on average 3 hours of live streams per day



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Accessing remote education

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

Pupils can share work using the following mechanisms:

- “Camscanner” (or equivalent App) when the quality of photographed work is imperative
- Recorded “Webex” material (speaking and listening assessments in English)
- Email of work
- Work can be posted back to school (pre-paid envelope provided if required) or delivered to school, or delivered to a member of the school community who lives nearby in order to reduce potential transmission rates.

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:

- In the Spring term 2019/20, current Y11 and pupils classified as vulnerable in Years 8 – 10, were identified as requiring devices/ home internet by our Pastoral and Admin teams. This was done on a family by family basis by telephone. We then accessed the Government scheme for supplying devices in order to support home education. In turn, families were contacted when their device was on site ready for collection.
- In the Autumn term 2020/21, current Years 7 -10 and pupils that had been newly classified as vulnerable, especially those in the new Year 7 cohort, were identified as requiring devices/ home internet by our Pastoral and Admin teams. This was done on a family by family basis by telephone. We then accessed the Government scheme for supplying devices in order to support home education. Consequently, families were contacted when their device was on site ready for collection.
- This approach included the supply of laptops, “Surface Go’s”, routers and increasing mobile data allowances.
- To date, 120 devices have been sought and allocated to learners.
- Staff endeavor to upload and prepare work that requires minimal printing. In the event that this cannot be avoided paper packs are posted home by departments (English and Business Studies), for individuals on a case by case basis.

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How will my child be taught remotely?

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

We will offer a combination of methods of delivery as part of the remote provision at UALS.

- “Live” teaching (online lessons), this will NOT be for a 5 hours per day. It is important that live screen time is balanced out against a child’s well-being and “screen health”.
- We will offer “recorded” teaching resources through Oak National Academy, Bitesize, SENECA, Educake, YouTube recordings and other online materials that are subject specific e.g. Corbett Maths to supplement our remote provision.
- Printed paper packs/ resources will be produced by teachers and shared accordingly to supplement our remote provision (E.g KS4 English and Business Studies) or for pupils with home connectivity/ access issues.
- Textbooks, assignments and reading books where relevant will be made available to pupils have at home

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 pupils to turn off their cameras for all live streams. We also expect pupils to have their microphones muted unless instructed otherwise.
- We expect pupils to have access to a comfortable working environment conducive to being able to listen, and engage fully in lessons.
- We expect parents and carers to encourage their child to take part in the “live” lessons and the lessons provided remotely via Lessonboard.
- In order to be invited to a “live” lesson we expect parents and carers to offer their consent so that pupils can be invited accordingly.

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

- Class teachers will keep registers on a lesson by lesson basis
- Class teachers will share levels of engagement departmentally; Heads of Department will in turn share subject engagement levels with the Senior Leadership Team
- The Senior Leadership Team will analyse the engagement in remote education on a weekly basis.
- Pastoral teams; Tutor/ Assistant Learning Coordinator/ Learning Coordinator will communicate any concerns and indeed positive outcomes in a timely fashion.



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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:

- Digital platforms that offer online marking of work will be used by departments where appropriate (e.g. SENECA).
- Educational software that facilitates quizzes in order to mark work and offer feedback will be used when appropriate by departments.
- Feedback on work completed in class through carefully planned questioning will be offered in real time during "live" lessons.
- Work can be emailed to class teachers for more formal marking.
- Assessments for speaking and listening exams (English- KS4) will be viewed and assessed through Webex.

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 have been given small group tutorials in how to access "live" lessons, Lessonboard and other frequently used remote materials.
- We will ensure homes have sufficient home connectivity to access remote learning.
- Instructions have been provided to families via the school website/ email/ telephone and by inviting some families onto school site in order to offer greater assistance in accessing remote education.
- We will tailor the curriculum accordingly for SEND pupils on a case by case basis, working closely with parents to ensure optimal engagement whilst considering the individual's needs.
- The SEND team, with particular emphasis on Year 7, will work closely with families to minimise pupil's anxieties in participating in "live" lessons.
- Should the school identify a pupil as one with specific needs that would be more greatly supported by being on school site, school shall offer the pupil a place during periods of reduced opening.



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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?

- For pupils that have to self-isolate for prolonged periods of time, we have adopted a “blended” approach to teaching and learning.
- Pupils will learn alongside their peers.
- Pupils will be offered a “live” lesson as per their full time, in school timetable where possible.
- The facility to return work, and be provided with feedback will be organized on a case by case basis.
- We will ensure pupils falling into this category have a sufficient home device and connectivity to take part in “blended” learning.