

# The Emmbrook School



## Remote Education Provision

### Information for Parents and carers on remote education provision

Jan 2021

The Remote Education Provision is underpinned by the school's core values:

Family	Ambition	Integrity	Respect
It is important – more than ever – at a time of isolation that the school community works together and maintains strong communication and support for each other.	The remote learning provision seeks to provide students with well- planned and sequenced resources so that students have meaningful and ambitious work provided each day.	It is right for all students to be able to have access to remote learning provision so that their education is not impacted by school closures or self-isolation.	Independent learning, through remote provision, promotes self –respect and care for each student's learning journey.

***In addition to the information set out in this document, further advice and guidance on remote learning, IT access and well- being is available for parents and students on the school website.***

## **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?**

In the first instance, students will be set independent work by their subject teachers, which they will be able to access via their Microsoft TEAMS accounts. This may include lesson presentations and resources; independent study workbooks; pre-recorded lessons or on-line lessons.

Students will be set work according to their daily school timetable.

As soon as teachers are able, live lessons through TEAMS will be made available for students to access.

### **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, where practical lessons may require specialist equipment (such as PE, Technology, Media) the lessons will be adapted to ensure students can access the lessons remotely without these resources; any catch-up considerations to practical work will be planned into subsequent lessons when on-site provision is accessible.

## Remote teaching and study time each day

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

The aim of this provision is to ensure that learning is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers

Lessons – including tutor time - will continue to follow the school timetable; lessons will be 50 minutes long to allow for regular screen breaks throughout the day. In addition to live direct teaching time, pupils should also expect to complete tasks and assignments independently.

Reg	08.25-08.45
Period 1	08.50-09.40
Period 2	09.55 – 10.45
Period 3	11.20-12.10
Period 4	12.25-13.15
Period 5	13.55-14.45
Period 6 (Y12 & Y13 only)	14.55-15.45

## Accessing remote education

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

All remote learning will be provided through live lessons and uploaded lesson resources through **Microsoft Teams**.

Students will have access to **Microsoft TEAMS** through their school email account and through Microsoft outlook.

Students may also be directed to use The Emmbrook's online portals such as Doodle, Mathswatch and Tassomai or established, trusted websites that we recommend (for example BBC Bitesize).

## **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:

- Where we are able to assist, the school will issue or lend laptops or tablets to pupils. Parents or carers can contact the school to make a request for IT provision: [ITEnquiries@emmbrook.wokingham.sch.uk](mailto:ITEnquiries@emmbrook.wokingham.sch.uk)
- Where we are able to assist, the school will issue or lend devices that enable an internet connection (for example, routers or dongles) Parents or carers can contact the school to make a request for IT provision: [ITEnquiries@emmbrook.wokingham.sch.uk](mailto:ITEnquiries@emmbrook.wokingham.sch.uk)
- If pupils are unable to access the online resources then they should contact their **Year Leader** who will be able to co-ordinate access to printed materials from their subject teachers. These may be posted to students or may be made accessible from the school's reception.
- Pupils, who do not have online access, can submit work to their teachers by posting work to the school or returning it to the school's reception. (The pupil's Year Leader can assist in co-ordinating work submission as part of the initial process of making printed resources accessible.)

## How will my child be taught remotely?

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

- Live teaching (online lessons) through Microsoft TEAMS will be the primary method of delivering remote learning provision.
- If students are unable to access the live learning through Microsoft TEAMS then the lesson resources, with lesson instructions, will also be made available through Microsoft TEAMS for all students to access and work through independently.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) may be used to support live lessons or as a replacement if a teacher is unable to teach a live lesson (due to absence)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) may be available for students who are unable to access live learning. These resources may also be uploaded onto TEAMS to support live learning or for independent study.
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

If a subject requires a student to access these websites, they will be given their own unique login and password. The most common online portals used by The Emmbrook include:

English: Doodle, MASSOLIT

Maths: Mathswatch

Science: Tassomai

## 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?

#### Students who are learning remotely are expected to:

- Be contactable during the school day.
- Attend all scheduled online meetings, where possible, on time and ready to learn.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or learning support assistants.
- Alert teachers if they are not able to complete work.

#### Parents with children who are learning remotely are expected to:

- Make the school aware if their child is sick or otherwise cannot complete work.
- Support their child in accessing remote learning by providing a suitable space for them to work.
- Ensure their child follows the Remote Learning guidance document for students.
- Seek help from the school if they need it for any learning or pastoral matters.
- Be respectful when making any concerns known to staff.

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

- Teachers will keep daily records of student attendance and engagement levels during live lessons.
- Teachers will keep records of student work submission and will provide feedback to the student.
- Teachers will email students who fail to submit work, offering support and encouragement in the first instance.
- Teachers will be required to monitor student attendance and engagement for internal data analysis (at least once a half term for KS3 and non-core subjects and twice a half term for KS3 core subjects and all KS4 and KS5 subjects)
- The analysis of the internal monitoring will provide information for Curriculum leaders, Year leaders and subject teachers who will then make the appropriate contact, via email or telephone, to parents of any students who are a concern.

## **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:

- Where a student engages in a low stakes quiz activity or multiple choice task, then feedback will usually be generated immediately. This will indicate any misconceptions of knowledge and understanding.
- Feedback may be given as part of a live lesson during Q and A or in response to a student's request for further clarification with understanding a key concept or skill.
- For extended pieces of writing, students will most likely be given feedback against explicit success criteria. This may be done individually or part of a whole class feedback. The purpose of this feedback will be to address key misconceptions / areas to be developed and students can then expect to be supported in subsequent lessons with these improvements.
- Students should expect feedback from work within a week of submission.

## **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:

- Teachers will continue to provide support within live lessons and will scaffold the teaching resources to the needs of the learners.
- Where teaching assistants are available in live lessons, they will be able to offer 1:1 support, using breakout rooms.
- The SENCO will monitor the school's attendance and engagement data and will identify any students of concern with SEND needs and make the relevant communications home.
- The SENCO will also be available to offer guidance and support to students and parents who require additional support and will be able to co-ordinate a support program with staff that meets the specific needs of the learner.
- Students with an EHCP may also be supported with on-site provision.

If parents or carers require additional SEND support they should contact the school's SENCO: [kandrews@emmbrook.wokingham.sch.uk](mailto:kandrews@emmbrook.wokingham.sch.uk)

## 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?**

If a student is absent because they are required to **self-isolate**, and they are healthy and able to learn, then they should access their learning remotely via Microsoft Teams.

As staff will also be in school teaching, **the online teaching function of TEAMS may not always be available**. Students will therefore not be expected to engage with online lessons whilst they are self-isolating however, the online live lesson may be made available where teachers are able to do so. The online live lesson may become functional particularly when large numbers of a cohort are self-isolating.

Students who are unable to attend the lessons in the classroom will have access to class materials through Microsoft Teams. Where live online lessons can be made available for students who are self-isolating, they will be invited to attend these meetings via their email / TEAMS accounts by the start of the school day.

Students should access lesson materials through Microsoft Teams, complete work and return it to their teacher via Teams or email.

Teachers will provide feedback along with their feedback to other students in the class who have completed the same work.

Students who require additional learning support whilst self-isolating should contact their subject teacher directly.

Students who require additional pastoral support whilst self-isolating should contact their tutor or year group pastoral leader