

# **Finham Park School: Remote Education Provision.**



## **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?**

Teachers will set appropriate work on Google Classroom and students should follow their usual timetable as far as possible. If there are more students in school than there are at home, remote learning will be set for students at home which is similar to what is covered in class. Where logistics allow, students may be invited to join part of the lesson 'live' via Google Meet within the Google Classroom.

### **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, the order in which content is covered and the types of activities used to convey information. Curriculum Enhancement lessons have been suspended during lockdown and replaced with small group intervention

### **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 and 4	5 hours worth of work per day – lesson times have been reduced to 45 minutes to allow for breaks away from the screen work is set for students to complete independently and there are several stretch and challenge activities which have been set by departments eg the English department’s reading challenge, the Echo Eternal project and the PE steps challenge.
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## Accessing remote education

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

All lessons are taught and material shared through Google Classroom. Each class has a separate classroom code and students have access to the relevant instructions and materials by at least the start of the timetabled lesson.

### 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:

- Please contact your child’s mentor in the first instance if you are struggling with connectivity or they are struggling to access remote learning
- We have a small number of laptops and dongles available for loan, many have already been issued to families who require them.
- Some students who cannot access work remotely may be invited into school

### How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons) accessed through Google Classroom
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Most online lessons will take the form of a live or recorded starter or explanation, a task or tasks for students to complete independently and a feedback or plenary session which could be live or may involve a low stakes test such as an online quiz or exit ticket (eg Quizziz, Kahoot or a Google Form)
- textbooks and reading books pupils have at home where these have been allocated by the departments
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

## **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?**

In this section, please set out briefly:

- Students should follow as far as possible their usual timetable and log on to each lesson in the relevant Google Classroom at the timetabled time (P1 9.05; period 2 10.05, period 3 11.25, period 4 1pm period 5 2pm)
- Parents should try to encourage students to keep to a regular routine to support their child's education
- For any issues with an individual lesson please contact the subject teacher; for more general issues – workload, difficulty engaging etc please contact their mentor
- Progress Checks and remote parents evenings will continue through the lockdown period although some of the timings for these have been changed (please refer to the school calendar)

## **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:

- Registers are taken in each online lesson
- Where a pattern emerges of several lessons missed in a day, the pastoral team will contact home with a well-being check
- Teachers will monitor engagement with individual tasks and, where there is a concern, will inform parents and carers in the usual way

## **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:

In this section, please set out briefly:

- In lessons teacher will assess students learning via verbal questioning, written responses (eg in the chat function) or with more lengthy pieces of writing
- pupils will receive formative feedback on their work in each subject at least weekly
- individual departments have decided how frequently formal assessments will be set but these take place at least once per half term and written feedback will be given

## **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:

In this section, please set out briefly:

- pupils with SEND will be supported in online lessons with TAs if they usually receive this support in school
- lessons will be appropriately scaffolded and differentiated to meet the needs of all students

## **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?**

Your child should follow their usual timetable as far as is possible. Work will be set on Google Classroom for students at home to complete. Some teachers may offer live elements if it is logistically possible for them to teach a blended lesson (to students in school and at home at the same time) but this is not always practical.