



Remote Learning Document

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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?

- Teaching will move to online delivery. Pupils will join the lessons being taught in school through Teams or be given a pack of work to enable them to maintain their progress.
- Information will be disseminated via email to pupils and their parents and also in collective online assemblies.

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. The school currently offers a blended learning package that is tailored to individual pupil's needs. Most pupils learn through online lessons in Teams delivered by their teachers. Others have learning materials sent home either by email or as a hard copy depending on the requirements of the pupil and their home situation.
- Pupils will be invited to regular meetings with their tutor and the rest of their tutor group. This will enable pupils to catch up with their peers and share issues that may have arisen. It is also a time when the mental health of pupils can be monitored and supported.
- Pupils will also be invited to attend online assemblies for their year group.
- In Primary, we teach the same curriculum remotely as we do in school including practical subjects like music and Forest 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 and to accommodate individual student's needs. For example, some students will struggle with long periods of online face to face learning and additional activities or work packs are provided for these students, covering largely the same content, where it is possible for the student to be able to complete the work independently. All students are also able to drop in and out of the online scheduled lesson to gain help or support in these circumstances.

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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 1	<p>Up to three hours</p> <ul style="list-style-type: none"> This is in the form of the teacher delivering key skills and learning, time for the pupils to complete activities, songs and stories.
Key Stage 2	<p>Four hours</p> <ul style="list-style-type: none"> Teaching is delivered via Teams. Pupils have introductions to lessons from the teacher. Learning activities are provided via Teams/email or post for the pupils to complete in the lesson time. Plenaries are included as an assessment of learning. There are times allocated for the pupils to work at their own pace (as they would in the classroom) and we also include practical lessons where appropriate i.e. Forest school, PE etc.
Key Stage 3 and 4	<ul style="list-style-type: none"> Pupils follow their full school timetable online from 9.20 until 3.15 with the usual 50 minutes for lunch. Additional work (homework) may be given if appropriate to augment lesson time learning. The current school timetable has been replicated to an online calendar that students engage with. The expectations for work are the same as they would be in school with the exception of allowing breaks for downtime from the screens by reducing lesson length from 50 minutes to 30-40 minute lessons. Students are not expected to complete tasks beyond the lesson time if they have engaged in the lesson or if technology has failed them or the lesson.
Key Stage 5	<ul style="list-style-type: none"> The current school timetable has been replicated to an online calendar that students engage with. The expectations for work are the same as they would be in school with the exception of allowing breaks for downtime from the screens by reducing lesson length from 50 minutes to 30-40 minute lessons. Students are not expected to complete tasks beyond the lesson time if they have engaged in the lesson or if technology has failed them or the lesson.

Accessing remote education

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

- In Primary lessons and learning activities are mainly taught in live lessons by the teachers.
- These lessons are delivered by Teams and learning activities are either emailed daily to support the lesson or are posted to families in a weekly pack.
- In secondary all lessons are taught using Microsoft Teams and most work is posted in the files or Assignments area of the platform.
- Teachers may set work on subject platforms including MyMaths, Activelearn, Kerboodle and Seneca. Lessons may also include links to The Oak Academy, BBC Bitesize and YouTube. Teachers may also use Kerhoot and similar sites to engage pupils with their learning.
- Pupils receive invitations for online lessons and additional material through their school welearn365 email.
- In Post 16 students have been enrolled onto an employability online platform called 'BeReady'. This can be accessed by all students using laptops, tablets or phones and is simple to navigate on any technical device, is very interactive and records progress.
- These lessons are delivered by Teams and learning activities are either emailed daily to support the lesson or are posted to families in a weekly pack.

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:

- Recently a survey was conducted in school. Any pupils without appropriate technology have been supported with a loan device, either through the Government's help with technology programme and using any devices that would normally be used by individual pupils within school. Staff have also identified pupils that have either requested support or have been identified as struggling with technology. These may include pupils who share equipment with siblings or who are using small portable devices such as phones.
- The school is registered with the "Get help with technology" scheme and has ordered its allocation from this and will request further devices if pupils/families qualify. (Please see appendix 1).
- At present all our pupils have access to the internet, however if families are struggling with access or using up their mobile data, additional support can be made available for qualifying families. (Please see appendix 2).

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- Where pupils are struggling with online/electronic resources, paper copies can be requested and posted to the pupil's home.
- Work can be delivered and submitted using the Assignment and Files section on Teams, by email, including photos from phones of completed handwritten work, and through subject based platforms (My Maths, Kerboodle, and Seneca). Where this is not possible any work can also be sent to the school and this will be distributed to the teacher.

How will my child be taught remotely?

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

- Live teaching (online lessons).
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- 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.
- Most lessons are delivered through live teaching (online lessons). All pupils have access to their live online lessons in a timetabled calendar on Microsoft Teams through their welearn365 account.
- Currently in KS3, Music is the only subject where the lesson is not available live and work is emailed on a weekly basis.
- Pupils may at times, be directed to recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers). One teacher has their own YouTube channel dedicated to skills and processes used for maths.
- Pupils may be directed to texts they already have at home as part of their learning experience.
- Pupils may also be directed to commercially available websites supporting the teaching of specific subjects such as Mymaths, Kerboodle, Seneca and Pearson Active, and other sites that may include video clips or sequences such as YouTube or BBC Bitesize.

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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?

- The expectation in Primary is that pupils attend the arranged Teams lessons in all classes.
- Teachers in Primary have a clear timetable for the day, so parents and pupils are clear about the lessons being delivered.
- It is expected that all pupils in Secondary will fully engage with online learning. If they are not able to do so, the school should be contacted in the same way as they would be if a child was absent from school. Absence will be dealt with by the form teacher, in the first instance.
- We would ask parents to ensure that their child has an appropriate place to access their learning, ideally in a public area of the house, (not a bedroom) with as little distraction as possible. They will also need a means of writing (pen and paper).
- Parents should contact school or their child's subject teacher by email, if their child is experiencing difficulties.
- Some subjects such as Food, Art, Technology, Life Skills and PE may advise some practical activity. This should be optional, and parents will be advised how to facilitate such activities prior to the event.

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

- The pupil's attendance on Teams will be monitored by the class teacher without the camera and microphone being on. Parents are encouraged to contact the class teacher as soon as possible if there is an issue.
- Parents will be contacted directly by class teachers to discuss issues and how to resolve them.
- A register is taken from each lesson and the tutor should be informed of any pupils who are missing from their lessons. Tutors will contact the pupil and/or their parents to ascertain the reason for the absence. For ongoing concerns, the tutor may refer to relevant Assistant Headteacher to see what further support/action is required.
- All cases are dealt with on an individual basis and with full parental involvement and the focus will always be on supporting the child to access their education. This could include but is not restricted to: technology support or advice, provision of additional/different resources, bespoke arrangements for timetable/subjects, and additional learning support from school.
- The school continues to ensure the safeguarding of its pupils in dealing with any concerns raised.

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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:

- In Primary, feedback is verbal and immediate when appropriate. Plenary sessions are used for this purpose. Teachers have built time into their daily plan to ensure this can happen for our pupils
- Feedback in secondary will take many forms including:
 - verbal discussion in lessons
 - online marking during lessons
 - use of the chat facility in Teams
 - online graded assessments in MyMaths, Kerboodle, and Seneca etc.
 - work submitted by email to be marked by the teacher and returned to the pupil with their comments
 - hard copies of work submitted and returned by post
- Assessments should still follow the school's assessment and marking policy ensuring comments are positive and diagnostic and give pupils an understanding of what they can improve. Pupils should expect to receive regular feedback, but this will depend on how many lessons per week they have and the form the work takes.

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:

- All pupils at Exhall Grange have SEND as detailed in their EHCP, so lessons are structured in way which allows most pupils to access them independently. Activities are differentiated to accommodate differing levels of learning, broken up into manageable chunks and pupils are helped to understand more complex learning.
- Remote learning for our youngest pupils follows a timetable for the day. The class teacher(s) deliver a series of short sessions across the day encouraging practical learning skills and modelling activities to be completed at home.
- Activities are less time constricted and can be completed in accordance with the pupils' concentration span and individual need. Learning activities focus on core skills and practical

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applications.

- Where pupils have additional physical or sensory needs in accessing the learning materials, appropriate adaptations are made. Pupils with VI, for example, are provided with Brailled materials or large print copies.
- Teachers and TAs will identify and share any concerns with access or support with the form tutor who will work with the family to identify what support can be put in place or any alterations that need to be made to learning style or approaches.
- Staff recognise that some pupils find it very difficult to use the camera and microphone on Teams so communicate through the chat facility.
- Staff are encouraged to use the 'break out room' on Teams to facilitate one to one support.
- The school works closely with parents to facilitate learning for all and values any support that parents can give their children to help them continue their learning.
- Planned EHCP reviews are continuing to be held via Teams with parents and professionals as are Child in Need meetings and other meetings between staff, pupils and parents.

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?

- Pupils who are self-isolating can continue to learn online by logging into the lesson through Teams. Classroom cameras can be best directed to enable pupils in school and at home to take part in the lesson.
- Subject departments have also prepared a 14-day work pack so that where it is not appropriate for pupils to join the lesson through Teams they can complete the work pack.

Appendix 1 Additional Technology

“Devices can be ordered for disadvantaged children in any year group who:

- are one of a small group of [clinically extremely vulnerable](#) pupils under paediatric or NHS care who have been advised by their GP or clinician not to attend school
- are clinically extremely vulnerable and have been told by the government not to attend school as they live in an area where more restrictive formal shielding has been reintroduced
- live in a household that’s been advised to [shield](#) on current official advice from the government, their GP or clinician because someone living there is clinically extremely vulnerable

Appendix 2 Get Internet Access

“Schools, trusts and local authorities can help disadvantaged children get online using free mobile data increases or 4G wireless routers provided by the Department for Education. You can request this support for children and young people who meet all 3 of these criteria:

- do not have fixed broadband at home
- cannot afford additional data for their devices
- are experiencing disruption to their face-to-face education

Increasing data allowances on mobile phones

This scheme temporarily increases data allowances for Children with access to a mobile phone on one of the following networks:

- EE
- O2
- Sky Mobile
- SMARTY
- Tesco Mobile
- Three
- Virgin Mobile
- Vodafone
- Other providers may join the scheme at a later stage.

4G wireless routers

Schools, trusts and local authorities in England can request 4G wireless routers for disadvantaged children in years 3 to 13 who are experiencing disruption to face-to-face education and do not have a broadband connection or access to the internet at home.