

## Remote education provision: Information for parents

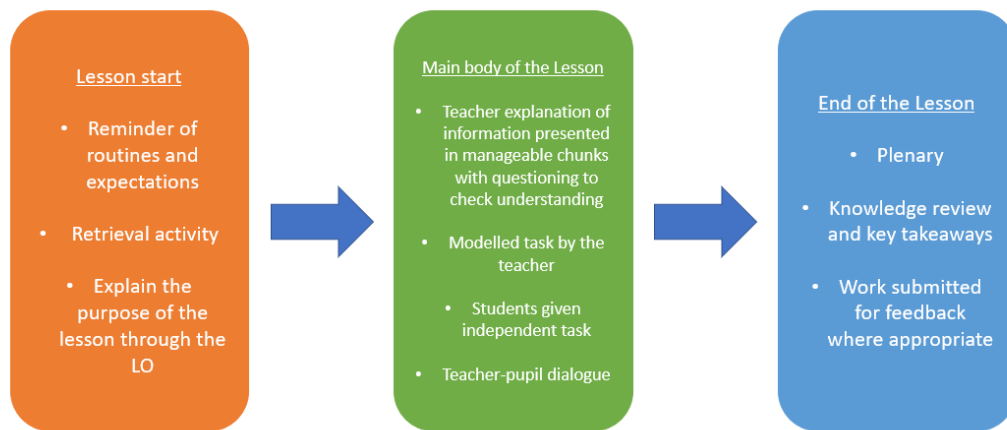
Charlton school aims to provide all students with an effective remote education offer via the use of Doodle and Microsoft TEAMS.

All parents/carers have been provided with guides on how to access Doodle and Microsoft TEAMS from home, with technical support offered by contacting [helpme@charlton.uk.com](mailto:helpme@charlton.uk.com)

Following any period that students are working from home the schools remote leaning policy will come into effect.

During remote education students will immediately follow the curriculum that would have been taught in school. Students will follow their normal two weekly timetable to access a blend of live teaching (via TEAMS) and work that is uploaded to Doodle. Live lessons will follow the structure shown in Figure 1:

**Figure 1: Planning online lessons**



### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

If students are sent home during the school day the work/learning they would have accessed that day will be uploaded to Doodle, with any live teaching beginning on the next working/school day. This will ensure that teachers have time to adapt learning resources for students, so they are more suitable for remote learning.

### **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?**

All students will follow the same curriculum and schemes of work via remote learning as if they were in school. They will be provided with frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources with opportunities for retrieval to ensure that content has been learnt.

For specific subjects there will be amendments made to the curriculum for remote education for practical subjects including Physical education, Dance, Drama, Music and Design Technology. An example of these changes would be students within PE focusing on theoretical knowledge and not practical activities that cannot be completed remotely. This would also be the case within subjects such as food technology where practical activities cannot be completed at home.

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

During remote education students are expected to follow their normal timetable, ensuring they continue to access their full curriculum time commitment. The time allocation for each subject by year group is shown in Figure 2.

**Figure 2: Curriculum time by subject**

### Year 7 and 8

Subject	Time allocation (hours)	Subject	Time allocation (hours)
English	8	MFL	5
Maths	8	PE	4
Science	6	Technology	4
Geography	3	ICT	2
History	3	Expressive Arts	4
RE	2	PSHE/Character development	1

### Year 9

Subject	Time allocation (hours)	Subject	Time allocation (hours)
English	7	MFL	5
Maths	7	Geography/History	5
Science	10	Option A	5
RE	2	Option B	5
PE	3	PSHE/Character development	1

### Year 10

Subject	Time allocation (hours)	Subject	Time allocation (hours)
English	9	MFL or alternative (Option D)	5
Maths	7	Geography/History	5
Science	10	Option A	5
Character development/IAG	1	Option B	5
PE	3		

### Year 11

Subject	Time allocation (hours)	Subject	Time allocation (hours)
English	9	MFL or alternative (Option D)	5
Maths	9	Geography/History	5
Science	10	Option A	5
PE	2	Option B	5
PSHE	1		

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

Remote education is provided to students through a blended approach of live lessons (via TEAMS) and resources/activities that are uploaded to Doodle for students to complete independently. Each curriculum area offers its own balance of these delivery methods:

**Figure 3: Balance of delivery methods by subject**

### Key Stage 3 (Year 7 and 8):

Subject	Lessons delivered by TEAMS (per fortnight)	Lessons set via Doodle (per fortnight)
English	4	4
Expressive Arts	0	4
Geography	2	1
History	2	1
IT	0	2
Maths	4	4
MFL (French or German)	3	2
PE	0	4
RE	1	1
Science	3	3
Technology	0	4

### Key Stage 4: (Years 9, 10 and 11)

Subject	Lessons delivered by TEAMS (per fortnight)		Lesson set via Doodle (per fortnight)	
Art	2		3	
Art Textiles	Y9 & 10: 2	Y11: 1	Y9 & 10: 3	Y11: 4
Dance	3		2	
Drama	3		2	
DT Engineering Design	Y9 & 10: 2	Y11: 1	Y9 & 10: 3	Y11: 4
DT Hospitality and Catering	2		3	
Health and Social Care	3		2	
English Language	2		2	
English Literature	2		2	
French	Y9 & 10: 3	Y11: 5	Y9 & 10: 2	Y11: 5
German	3		2	
Geography	3		2	
History	5		0	
IT Enterprise	5		0	
IT Computer Science	5		0	
Maths	4		Y9 & 10: 3	Y11: 4
Media Studies	5		0	
Music	3		2	
PE GCSE/BTEC	3		2	
Religious Studies	2		3	
Double Science	6		4	
Triple Science	9		6	

## **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:

1. For those students that do not have access to devices (laptops or tablets) to access home learning they should contact the relevant pastoral manager who will liaise with the IT support team to arrange the collection of a laptop (subject to availability).
2. For those families that do not have an internet connection a 4G router can be provided enabling students to access home learning resources and TEAMS lessons. These can be obtained by contacting the relevant pastoral manager who will liaise with the IT support team to arrange collection of a router (subject to availability).
3. On 6<sup>th</sup> January 2021, all parents/carers were informed by email of the DFE pilot scheme to provide additional data allowances for families without a fixed broadband connection. For those wishing to access the scheme the information below should be emailed to [james.foster@charlton.uk.com](mailto:james.foster@charlton.uk.com). The scheme is subject to a limit on the number of participants as set out within each mobile networks' terms and conditions.
  - Name of the account holder
  - Mobile number
  - Mobile network
  - Whether the phone is contract or pay as you go
  - Confirmation they have read the privacy statement from the DFE within the email

## **How will my child be taught remotely?**

We use a combination of approaches to provide remote education with the specific balance of these per year group is detailed within Figure 3. The methods used are:

1. Live teaching via Microsoft Teams
2. Oaks Academy and recorded teacher PowerPoint presentations
3. Teacher created PowerPoints and worksheets that are upload to Doodle for students to access.
4. My Math's, Lingua Scope, Century Tech, Doodle quizzes, BBC bitesize and Seneca learning.

## **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

All students are expected to engage within the remote education that is offered by the school through live lessons and the resources that are uploaded via Doodle. Figure 4 details the student expectations during their live lessons.

It is expected that parents/carers will reinforce with students that they should follow their normal school timetable throughout the day. If for any reason students are unable to engage with remote learning due to illness or circumstances which would normally keep them off school parents/carers should follow the normal school absence policy.

#### **Figure 4: Student live lesson expectations**

When completing home learning using Microsoft Teams all students must follow the expectations that are listed below, these have been devised to ensure that teachers and students are always kept safe, and that the sessions can be as effective as possible.

Students must ensure that when they are completing live lessons via Microsoft Teams that they:

1. Are on time to the lesson, as they will start at the scheduled time.
2. Have a pen and paper to complete tasks that are set during the lesson.
3. Sit somewhere in their house that is appropriate (not a bedroom) and where they can concentrate on the learning without being interrupted.
4. Mute their microphone for the lesson, and if they wish to speak, they should use the 'hands up' button to indicate to the teacher they have a question or appropriate point that will support the learning.
5. Only use the audio and not the video. The teacher should be the only one with the video turned on.
6. Use the 'chat' function to ask questions. The language used by students on the chat function needs to be appropriate, formal and only related to the learning. There should be no swearing, slang language or emojis.
7. Do not share their own screen via Teams during the lesson.
8. Do not edit the screen the teachers are sharing during the lesson.
9. Do not engage in any activities during live lessons that could be considered bullying.
10. Leave the Teams lesson as soon as it is finished.

In cases where students fail to meet these expectations during a Microsoft Teams lesson e.g. students are not appropriate in how they are communicating with staff and other students, the teacher has the right to remove the student from the lesson. The teacher will then communicate with home to raise the concern from the lesson, and if any future instances take place with the same, they may be removed from all future TEAMS lessons.

If teachers have any concerns following a Microsoft Teams lesson that relate to the safeguarding and health and well-being of students, they will report these to the designated safeguarding lead in school.

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

When students do participate in the live lessons that are offered by teachers (unless there has been prior agreement/illness) a remote learning concern will be issued. The remote learning concern will be visible to parents/carers via My Child at School (MCAS) and will indicate the lesson/teacher that has issued the concern.

On a weekly basis pastoral managers/heads of year will analyse the number of remote learning concerns issued for their students/year group and contact home where necessary to raise concerns with engagement.

### How will you assess my child's work and progress?

Feedback to students will be on-going during remote education in the form of whole class feedback during live lessons and the outcomes of quizzes marked automatically via digital platforms. For students in Year 7 and 8 they will be set one piece of assessed work every half term and then provided with individual teacher feedback. Students in Year 9, 10 and 11 will be set two pieces of assessed work every half term with individual teacher feedback. Following feedback on assessed pieces of work students will be able to complete close the gap work allowing them to address gaps in their knowledge and move forward with their understanding.

### 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:

1. All students are contacted on a regular basis based on their level of need, for example daily or weekly.
2. Where engagement in remote education is proving extremely difficult students will be offered provision within school.
3. SEND team offer support to teachers in differentiating worksheets/live teaching to support the planning of lessons.
4. SENCO to quality assures work that is set for students with specific needs.

### Remote education for self-isolating pupils

#### If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

The school will follow the procedures below when individuals, groups or year groups bubbles need to isolate.

Tier	Criteria	Procedure and work provision
1	Student is self-isolating at home due to one of the following: 1. They or a family member are displaying symptoms of Covid-19. 2. They are awaiting the results of a Covid-19 test for themselves or a family member so they can return to school. 3. They have returned from a country with isolation restrictions on entry to the UK.	<ol style="list-style-type: none"><li>1. Parents/carers inform attendance that the student is self-isolating.</li><li>2. Attendance will code students self-isolating as 7 on registers.</li><li>3. If a teacher register shows that a student in the class is self-isolating (7 code) then work must be uploaded for them via Doodle.</li></ol>

<b>2</b>	A year group is required to self-isolate for 10 days due to a positive tests being confirmed within their bubble (Code 8 on school registers)	<ol style="list-style-type: none"><li>1. Students within the isolating bubble are told to continue to follow their timetable from home where they will access lessons via Microsoft Teams or Doodle.</li><li>2. Teachers continue to follow their timetable and deliver lessons to the isolating students via Microsoft Teams and Doodle.</li><li>3. There will therefore be instances where the teacher is delivering to those in school while students at home are taking part in the lesson via TEAMS.</li></ol>
----------	---	---