



# Remote Education Information for Parents

## **Remote education provision: Information for parents**

This information is intended to provide clarity and transparency, for students and parents or carers, about what to expect from remote education at Maplewell Hall School, where national or local restrictions require entire cohorts (or bubbles), to remain at home. It is to be read in conjunction with the Contingency's Remote Education Plan.

Information about what to expect where individual students are self-isolating, is also included in this document.

### **The remote curriculum: What is taught to students at home**

A student'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 students being sent home?**

In the first instance, all work can be found on Google Classroom.

All students within Maplewell Hall School can login to their Google account to access the Google Classroom: our wonderful tool to facilitate remote learning during this period. Students are required to login to their Google Classrooms daily following their normal school timetable (unless they are ill, in which case follow school guidance).

### **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 planned curriculum remotely, as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, our curriculum may need to be adapted in the event of specific content that would be better delivered face-to-face, such as Moral Issues for example abortion and euthanasia in Preparation for Adulthood.
- In some subject areas where equipment is required and we know students need support using the equipment, we have moved this module to later in the year when all students should be back in school fulltime. For example practical aspects of Animal Care and Engineering
- Where possible, therapies are offered either in person, remotely or by giving slots in school e.g. Mediations.

## Remote teaching and study time each day

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

Key Stage 3 and Key Stage 4	5 Hours.  As a minimum and on average, students will have three hours of 'live teaching' and two hours of pre-recorded lessons via Google Classroom.  (Please be aware that because of the construction of the timetable, it may be that a student has two hours of 'live teaching' on a Tuesday and four hours on a Wednesday).
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## Accessing remote education

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

Our main teaching and learning programme is Google Classroom.

Through Google Classrooms students can access the link to a Google Meet for their live lessons and access learning resources, complete assignments, respond to feedback left by teachers, communicate with teachers and watch screencasts (desktop recordings with audio narration made by the teacher).

We also use a number of bespoke programs for the delivery of individual subjects, such as:

- Mathematics- <https://login.mathletics.com>
- Bedrock Learning - [app.bedrock.org](http://app.bedrock.org)
- Read Theory - <https://readtheory.org/>
- Oak Academy Library - <https://library.thenational.academy/>
- Oxford Owl E-Book library - <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>
- Ruth Miskin YouTube channel- [https://www.youtube.com/channel/UCo7fbLgY2oA\\_cFCI9GdxtQ](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ)
- Bitesize - <https://www.bbc.co.uk/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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

Laptops and Wireless mobile broadband (MiFi) have been lent out to a number of families to support them in accessing remote learning.

Students, due to their needs that require printed materials, are sent out packs of work. The work can be returned to school for assessment, either via Google Classroom, emails, on the days they return to school, by staff/parents collection/delivery or by post.

If a student does not have access to a device to study, support is on offer. Please contact the school on 01509890237 or by email [M.Lewin@maplewell.leics.sch.uk](mailto:M.Lewin@maplewell.leics.sch.uk) and we will be more than willing to support.

Should students need access to printed materials, again please contact the school on the telephone number above.

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

In both Key Stages 3 and 4, we will provide 5 hours worth of work per day. Each lesson lasts 50 minutes. We are taking a 'blended' approach to learning with (on average) 3 hours of live learning per day, delivered by our own teachers and two hours of pre-recorded lessons.

Live lessons are delivered through the Google Meet function in Google Classroom. Students will access their live lessons through the 'Stream' in Google Classroom. Teachers will need to schedule meetings in Google Classroom every time they schedule a live lesson.

Students are following their 'normal' school timetable and are expected to complete the work for any given lesson in the allocated timetable slot.

Therapies and support are offered remotely or in school if appropriate.

Regular support and contact with your child's class team.

Due to the amount of time students are spending working on electronic devices, we will not set homework during remote learning periods of time. Students are encouraged to read and to take exercise daily.

## **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 are expected to attend each and every lesson they are in school. Attendance in remote learning lessons is not optional. Students are expected to attend & engage during the normal timings of a typical school day.

Parents are asked to:

- Ensure their child wakes at a reasonable time to prepare them for the day ahead
- Ensure their child has a good 'school routine' during periods of remote learning
- Ensure their child takes a break from 'screen time' periodically throughout the day
- Ensure their child has the time and space to work effectively
- 'Check-in' regularly with their child and ensure their child is 'on task'
- Contact the school if their child does not have adequate ICT facilities or has issues with connectivity

We are aware that the needs of our students are varied, and for a number of parents having their young people at home, puts lots of pressures on the family as they get little respite from the high levels of care their child needs. We therefore ask for parents/carers to try their best to support their child in accessing the learning, but to not feel pressurised. We are a team, please talk to your class tutor team if you feel the level of work provided needs adjusting for your child.

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

Teachers are regularly checking engagement in work. This ensures that timely intervention for individuals, or restructuring a unit for a whole class can be put in place.

Students are asked to submit all work through the 'Turn in' feature of Google Classroom or through email. Booklets, videos and more personal instructions are available to access on the school website.

Google Docs and Google Sheets allows us to see where students are engaging during live lessons.

Parents will receive regular communication regarding your child's engagement in remote learning through weekly check-up wellbeing phone calls.

If work is not completed, parents will be contacted in the first instance. If this issue continues, the COMPAS team will contact you as parents. Finally, a member of the Senior Leadership Team will make contact and offer any support to ensure that all students are engaging in their learning. Parents are welcome to call school if they would like to discuss their child's remote education.

Daily records are kept in school of student attendance and engagement in learning.

## **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 students work is as follows:

- Students will receive feedback on their work and progress both in the process of learning and after submitting work/assignments.
- All quizzes are marked automatically via digital platforms
- Verbal and written feedback in the process of learning will be given to students as they are learning in live lessons and through Google Classrooms. Live lesson feedback could include: 1:1 or group feedback by the teacher to a student/s, low stakes quizzes or through the chat function. Through Google Classrooms, 1:1 feedback to students will be provided through the chat function. Teachers will also provide feedback to students on work that they have submitted through Google Classrooms. Students should receive individual feedback of work they complete at least once a week

Solutions will be found to assessing students against the curriculum over time and as teachers become more familiar with the use of remote strategies for teaching, they will become more comfortable with online methods of assessment.

## **Additional support for students 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 students 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 students in the following ways:

As all of our students have additional needs, we work with parents to set out a personalised approach to remote learning which is detailed in each students EHCP provision, and we aim for our families to not feel pressurised by remote learning

We work on a case-by-case basis in an attempt to meet the needs of all students during these periods.

Parents facing particular challenges should email the following people so that a 'tailored programme' of study can be created. This could include, reducing the amount of study taking place, 1:1 or small group support or a tailored programme of study that is more suited to the needs of the individual student;

- [kasiaglinka@maplewell.leics.sch.uk](mailto:kasiaglinka@maplewell.leics.sch.uk) Key Stage 3 and 4
- [E.braisby@maplewell.leics.sch.uk](mailto:E.braisby@maplewell.leics.sch.uk) MAP provision
- [nicholaroulston@maplewell.leics.sch.uk](mailto:nicholaroulston@maplewell.leics.sch.uk) Key Stage 5

## **Remote education for self-isolating students**

Where individual students 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 students 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?**

As a whole, our approach for students isolating stays the same.

Students are invited to live lessons where appropriate using Google Meet or can access learning via pre-recorded lessons/videos, and assignments/activities set on Google Classroom.

As always our approach is personalised and depends on the student's needs, and is detailed in their risk assessment.