

Silverdale School

Remote Learning Commitment

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Chorus Education Trust

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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 if local restrictions require entire cohorts (or bubbles) to remain at home or, where individual pupils are self-isolating.

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?

During the first day or two of remote education your child will be able to access their learning in the following way:

- Pupils will be set a learning activity for each lesson that they miss by their own subject teacher.
- This will be set via Google Classroom at the time of the scheduled lesson.
- Work set will be a variety of assignments and tasks aligned to activity in school. Resources could include PowerPoints, pre-recorded instruction, work sheets etc. In some cases, the lesson may be live via Google Meet.
- Students will be invited to hand in assignments to their teachers via Google Classroom to check how well they have engaged and progressed independently. Feedback and guidance will be provided as needed.
- Year teams will make regularly contact to support student well-being.

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 made necessary adaptations in some subjects. For example, Technology.

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: 5 hours per day
- Key Stage 4: 6 hours per day

The day is structured with five 45-minute lessons per day following the usual timetable, plus independent study where directed by the teacher. Form tutors will also check in with tutees regularly with through-being meetings with small groups of students.

Accessing remote education

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

Pupils will be set tasks and assignments on Google Classroom for each lesson. This will follow the school timetable.

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:

- We have a limited number of laptops that we can loan to pupils who do not have a suitable device at home. Please use the email addresses below to contact the relevant the pastoral managers.

Year 7 - y7pastoralsupport@silverdale-chorustrust.org

Year 8 and Year 9 - ks3pastoralsupport@silverdale-chorustrust.org

Year 10 and Year 11 - ks4pastoralsupport@silverdale-chorustrust.org

Year 12 and Year 13 – mmountain@silverdale-chorustrust.org

- If your child or children are unable to access their online learning please contact pastoral managers via email who will be able to discuss the various options e.g. 4G routers or providing a device.

How will my child be taught remotely?

Remote learning will be set by your child's usual teacher. Each lesson will start with a live Google Meet session with the teacher where a register will be taken and the lesson is introduced. Lessons will follow the normal curriculum.

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

- Live teaching via Google Meet.
- Video lessons (made by the teacher or an on-line provider, such as Oak National Academy).
- Power-point or voiced over Power-Point made by teachers, or commercially produced.
- Subject-specific on-line learning platforms including video clips and tasks.

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?

- Pupils should log on to Google Classroom every day for lessons to begin at 10am and then follow the instructions for each lesson on their timetable that day.
- Parents should try to support their child by providing a calm work space and encouraging good routines for learning that mirror the normal school day.
- Pupils should submit their work as per the teacher instructions. Work will predominantly be requested via the assignment in Google Classroom. Work completed on paper can be photographed and uploaded to Google Classroom.

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

- Teachers will direct students to submit/hand in completed work regularly. This may take the form of an assignment in Google Classroom, an online quiz to check the week's learning, an image of work completed on paper, work submitted via a commercially available subject specific platform (often providing automatic immediate feedback) or participation in a Google Meet lesson.
- Teachers will complete a register for each lesson.
- School will send a notification to parents and carers where registers indicate students have not attended lessons during that day.
- Where engagement is a concern, the Pastoral team will notify parents. Barriers will be identified, and plans put in place to overcome them, whether they be motivational, pastoral, cognitive or technology based. Appropriate school staff will be deployed to support the student and the family to re-engage the student as soon as possible.

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

Teachers will regularly give feedback on students' work in accordance with departmental feedback procedures.

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.

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:

- School will make regular contact with children with additional needs during school closure.
- All children with SEND will have access to Quality First (remote) Teaching.
- Work set by teachers will be differentiated to meet the needs of all the pupils in the lesson. This may be through questioning in live lessons or amendments to tasks set.
- Identified students will be invited to receive additional face-to-face support from Student Support Online on Google Classroom.
- Identified students whose additional needs present a significant barrier to engaging with online learning may be invited into school to receive support.
- Information shared with the SENCO will be relayed to staff in the weekly Heads Up document to inform teaching and learning.
- Learning Support plans will, when required, be updated with information and advice about how to differentiate during periods of school closure.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote provision 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?

- Students will be set a learning activity for each lesson that they miss by their own subject teacher.
- This will be set via Google Classroom at the time of the scheduled lesson or as soon as possible afterwards.
- Work set will be a variety of assignment and tasks aligned with the lesson in school. Resources could include PowerPoints, worksheet and in some cases may be a live lesson via Google Meet.
- Learning will continue for the rest of the class in school and may not be re-visited at a later date so students are expected to engage with the work set (as well as any home learning set on Google Classroom) if they are well enough to do so.
- Pupils should hand in their work via Google Classroom or to their teacher when they return to school.