grove school ⓜ

Remote education provision: information for parents/carers

This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section of this page.

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?

Students will be set work in line with the curriculum, as per the outline for remote education in full but this may be independent tasks where teachers are not available in a 'live' session. This will enable teachers to ensure they have planned and set up what is required for fully live remote education.

Wherever possible, the independent tasks will be supported by recordings or will utilise recognised educational platforms, such as Seneca, Hegarty Maths or Oak National Academy.

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, (please give examples of the kinds of changes you make to the planned curriculum when teaching remotely):

- Adaptations for practical elements of the curriculum

- Alterations to the order of topics

- Extending the length of time for certain topics

- Adapting the assessment approach

Remote teaching and study time each day

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

Remote Education follows the usual school timetable and provision meets the requirement of a minimum of 5 hours per day for Y7-13.

8:45 – 9:00	Tutor time (as invited)
9:00 – 10:00	Session 1
10:00 – 11:00	Session 2
11:00 – 11:20	BREAK
11:20 – 12:20	Session 3
12:20 – 13:20	Session 4
13:20 – 14:00	Lunch
14:00 – 14:20	Confident Communicating Time
14:20 – 15:00	Independent study for session 5

Home Learning (homework) tasks may still be set but this will vary depending on year group and subject. It will not follow the usual Home Learning structure. This is likely to

include the completion of lesson related tasks. All work set will have a clear deadline communicated and teachers will explain when and how to submit work.

Further informational is published on the website regarding Home Learning.

Accessing remote education

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

Remote Education work will be shared through MS Teams Assignments. These may direct students to other educational platforms to complete learning or tasks.

A video to demonstrate how to access learning via MS Teams has been sent home and is available on the school website within the Remote Education section.

Additional support videos for how to work with Assignments in MS Teams have also been shared and placed on the website.

Additional technical support can be accessed by emailing ITSupport@groveschool.net.

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 have conducted surveys to establish the access and followed this with phone calls and parents/carers we invited to share any issues with the school.

We take the following approaches to support those students to access remote education:

Issues faced may include, lack of internet access, no suitable device, poor access to a device due to sharing amongst others at home. If a student requires support to access remote education, depending on needs and in conjunction with the parents/carers, the following options are explored. To discuss these, please contact the school via reception@groveschool.net:

- Loaning of Chromebooks
- Provision of data dongles / SIM cards
- Accessing on-site provision instead of remote education

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons) – all sessions have a live meeting scheduled for students to join – this enables teachers to check-in with students and explain any tasks or learning – the lesson will then either have live explanation and tasks or break off to independent tasks with teachers online to provide support and feedback throughout. Live lessons will only not take place in certain circumstances (outlined below), these will always be clearly explained to students and independent work/consolidation tasks will still be set:

    o when teachers are on the rota for in-school provision

    o when teachers are themselves unwell

    o other situations preventing a teacher being live at that time, such as attending a medical appointment

- recorded teaching (e.g. Seneca, Hegarty Maths, GCSE Pod, Oak National Academy lessons, video/audio recordings made by teachers)

- 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 as part of additional extension or enrichment work

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?

School expectations:

- Students attend tutor time when invited

- Students attend all 'live' sessions punctually and adhere to the guidance shared regarding conduct in sessions

- Students complete work set and submit on-time in-line with their ability – work set will clearly indicate the minimum expectations for submission and outline how work can then be extended or completed to additionally higher levels or indicate enrichment work that students can access

- Students engage positively with Confident Communication time

- Students use their session 5 time to complete independent tasks, consolidation work or tasks supplied by session 5 teachers (especially for KS4 & KS5 and where a student may have a number of session 5 lessons for a particular subject)

Guidance for parents/carers for supporting their child's remote education:

- Speak to your child about their learning and tasks

- Support your child in establishing a healthy routine, including attending their sessions but also in being healthy with respect to drinking water, maintaining a healthy diet and sleep routine, taking opportunities to get up and move at regular points throughout the day and taking part in daily exercise outside such as walking

- Speak to your child about how they are coping with accessing and completing their work and the feedback they are receiving

- Engage proactively with school as soon as any issues arise so that the appropriate support can be offered – parents/carers will be contacted at least once per week by tutors to 'check-in' regarding their child

- Regular information will be shared to help support parents/carers in understanding what is expected of their child but also in how to ensure they are supported and managing their time, health, and wellbeing. This will be done through email and via the Parent/Carers Bulletins, as well as on social media and the website

  For a specific course targeting offering support to your child with their learning journey visit https://www.guideeducation.co.uk/parentsupport

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

There are two systems in place for remote education:

- Attendance to all sessions is checked and where a student does not attend and the teacher has received no contact regarding this, a **no contact** incident is recorded – this allows the attendance and pastoral teams to monitor students who are not engaging with remote education and where necessary to make contact with parents/carers to discuss concerns and establish if any additional support is required

- The quality of a student's engagement within each subject is rated weekly and where this is a concern contact is made, on a priority basis, by teachers for concerns in 3 or less subjects or by tutors, heads of year or the pastoral team for more widespread concerns (across more than three subjects)

- Students will be invited to at least one tutor time check-in per week

- Parents/carers will be contacted at least once per week to check-in and engagement can be discussed from this tracker – even when engagement is high

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 students. 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 student work is as follows:

Though feedback comes in many forms it should do one or more of the following:

- Alert students to possible misconceptions

- Allow understanding of errors that may have been made and outline particularly good examples of responses

- Provide guidance on how improvements can be made

- Show model solutions

- Support reflection on own work against criteria or discussion

In all cases, it should enable students to understand how well they have done and how they might (if possible) have done even better.

Feedback is provided in the following ways:

- Oral discussion within a lesson

- Talking through answers, voting and responses

- Whole-class feedback - when a teacher marks a set of work, they provide overall feedback to the group about key strengths / issues identified, specific examples may be referred to, overall points for improvement at different levels are discussed – students can then use this to reflect on their work to improve it

- Online platforms that automatically mark work

- Direct response to a student in Chat or via Teams

- Online marking of submitted work directly onto the document

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, for example 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:

Supporting our SEND students remains a key priority for Grove School. It is very important to us, that there are high levels of support for SEND students in school and for remote learning.

This includes –

- Continuation of intervention sessions to support our emerging and developing learners with Fresh Start and AAA sessions.
- Speech and language Therapy sessions mirroring what happens in school.
- Access Leader support in key worker provision.
- Access Leader support available in live core lessons.
- Bespoke Lockdown timetable to support SEMH needs.
- Regular calls and online check ins and 1-1 support to ensure our SEND students can access remote education systems.
- Independent reading, use of immersive reader and dictate
- Emotional Literacy Support and Counselling
- Targeted intervention for 1-1 or small group support.

If there is any other support that we could offer, linked to remote learning then please contact

Mrs G Nutting Director of SEND and Inclusions
Gwen.nutting@groveschool.net   or
Mrs Allison Stevenson - Deputy SENCo
Allison.stevenson@groveschool.net

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?

Students will be provided with work that is in-line with the curriculum in school via email or MS Teams. This will be clearly explained and commence within 24 hours of the school being notified. This may be through:

- tasks being set on learning platforms which match the in-school lesson content as closely as possible

- sharing of in-school lesson materials and tasks

- students accessing the in-school lessons via MS Teams meetings with learning materials/tasks shared

- provision of a paper-based work pack

Where access to online elements of provision may be an issue, the same support methods outlined for remote education can be utilised to support this. Parents/carers should discuss this when notifying the school of self-isolation.