

Remote education provision: information for parents

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 pupils at home

We intend to deliver our normal broad curriculum at KS3, 4 and 5, following our learning cycles as closely as possible. Being educated remotely might look different from our standard approach, due to the varied physical environments that our teachers are delivering from and our students learning within. We have taken all the necessary actions to prepare for a longer period of remote teaching and you will receive regular updates and newsletters keeping you informed of all matters regarding your child's education.

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

If your child is self-isolating, there will be resources for immediate access available on Class Charts for them to complete for the period of self-isolation. In the case of a partial school closure or year group being sent home, live lessons will take place following your child's normal timetable, on Microsoft Teams the next day.

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, following our learning cycles. These include our GEM activities that inform teachers and students of the progress they are making and ensure learning has been achieved, even if it has been completed remotely.

We have needed to make some adaptations in some subjects. For example, we have had to make our technology lessons more theory based, however, practical tasks, particularly in food technology, will be set. Physical education will not be delivered on-line but we encourage students to be active during these timetabled lessons. We consider this valuable time away from a screen.

Screen fatigue is a real concern for us to both students and staff. For this reason, Years 7 – 10 online lessons have been reduced to 45 mins. Lessons are planned so that independent work can be completed away from the screen for the remainder of the lessons, including scheduled homework. KS4 & 5 lessons remain at 60 minutes so to ensure they can complete their examined courses within the exam boards expected guided learning hours.

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 at Key Stages 3, 4 and 5 (including remote teaching and independent work) will take students broadly 5 of hours each day.

Accessing remote education

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

There are a number of platforms that we use. We have purposefully kept these to a minimum so not to confuse students and to ensure swift transitions between lessons and tasks during the lessons. The majority of the platforms listed below are used by students when then they are in school in specific subject areas

The platforms we use are:

- Microsoft Teams
- Class Charts
- Quizlet
- Padlet

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:

We have sent a questionnaire to determine each of our families access to the internet and the type of devices they have that can be used by our students. We have a central record of all our students' requirements. This record is a 'live' document that is updated regularly by both our school network department and our pastoral year teams. The whole process is overseen by the Deputy Headteacher and the school's Business & Finance Manager.

We ascertain the level of need and support for all of our students and, through our pastoral support team, we ensure we provide the technology required as soon as we can.

Parents/carers or students can either call or email their relevant pastoral year teams using the usual school contact details: 01225 762637 or office@jogschool.org

If students require hard copies of certain pieces of work, they are to liaise with their relevant teacher and we will do our best to support them. Due to our efficient hardware support programme, there should be very few students who cannot send work electronically. However, if there is a pressing need to submit work that has been hand written, in the first instance, we would ask students to take a photograph of it on their mobile phone and send it to their teacher. If this is not possible, then we request they post their work as we are attempting reduce travel and people entering our school site.

How will my child be taught remotely?

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

The majority of your child's lessons will be taught live, online, via Microsoft Teams. These will follow your child's normal timetable and the same curriculum they would be following if they were in school.

In the case of a member of teaching staff being unwell or otherwise unable to teach a live lesson, relevant resources or video or audio recorded lessons will be uploaded to Class Charts where students can access them independently during that lesson slot on their timetable. They will be informed if a live lesson will not be going ahead, and reminded to collect the work from Class Charts, by their tutor during morning registration.

In conjunction with their lessons on Microsoft Teams, some subjects may direct students to relevant apps or websites to help facilitate their learning, such as Padlet to record their written answers, Hegarty Maths or Quizlet.

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 are expected to attend all timetabled remote lessons, on time, as they would be expected to attend all lessons if they were in school. As when your child is attending school in person, it is a parent/carer's responsibility to notify school if their child will be absent before school starts at 8.45 am. A reason must be provided. To notify us of a student absence, contact us via the following:

Telephone: 01225 762637

Email: absence@jogschool.org

Pupils are expected to behave in their remote lessons as they would in the classroom, with respect for other members of their class and their teachers. They must have their cameras switched on and microphones muted, unless requested by their teacher. If your child does not have a camera when accessing Microsoft Teams lessons, please inform the school by contacting a member of the year group pastoral team. Pupils must be appropriately dressed, as they would be on a non-school uniform day in school. The school's behaviour policy will be applied to remote lessons: if a student behaves inappropriately they will be given a reminder by the teacher. If their behaviour continues to disrupt the flow of learning, they will be removed from the Teams lesson, as they would be removed from a classroom in school.

During remote lessons, it is expected that pupils complete all work set, to the best of their ability and are fully engaged in their learning. As we would expect in the classroom, they should not be using other devices or splitting their screen to view other websites while they are in a lesson. Contact home will be made if teachers are not receiving set work from pupils, or if they believe they are present in a lesson but not paying attention. To help us with this, you can set up a quiet work space for your child to access their remote lessons which is away from other devices such as their mobile phone (unless they are using it to access the lesson), gaming devices or television. We suggest you also regularly check in with your child during the day, if this is possible and ask to see the work they have produced. Please remind them that it is their responsibility to upload or send any relevant work to their teachers at the end of the lessons.

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

As most lessons will be taught live on Microsoft Teams, registers will be taken as normal and you will be informed if your child is not present through the usual channels.

Beyond attendance, we will be checking that your child is engaging with the lessons through the work they submit via Class Charts, Padlet or on the Teams Class Notebook. If we have concerns that your child isn't engaging with the work, we will contact you either by email or phone call.

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:

We will be following our normal procedures for assessing pupil progress. There will be a formal assessment for each subject each term, although these may need to be amended depending on the subject. For example, we would need to assess your child's understanding of the theory of a practical subject, rather than the practical skills themselves, which we are currently unable to teach remotely. At key stage three, teachers will use these assessments to check pupils' progress against the key performance indicators (KPIs) for their subject and this will be reported to parents and pupils with a GEM report ('gaps' for where the KPI isn't yet secure for the child, 'embedded' where it is secure and 'mastery' where they have mastered the KPI). At key stages 4 and 5, at least one piece of work will be assessed using the GCSE and A level criteria respectively each term and formal feedback provided to students following this.

In addition to these formal assessments, regular feedback will be provided during Teams lessons in the form of whole-class verbal feedback, automated marking of quizzes, tests and assignments via digital platforms such as Microsoft Forms, and through teachers reviewing work (either during the lessons, as pupils are working using Padlet or after it has been uploaded or sent to teachers). We continue to begin every lesson with a quiz which reviews previous learning and pupils will be given feedback on this during the same lesson.

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:

In the first instance, we would expect for students' needs to be met by their class teacher through Quality First Teaching. When working remotely, students will be having lessons taught according to their normal timetable with their usual teacher. Students' teachers are aware of their additional needs and have a range of strategies to support them which are not exclusive to face to face teaching.

During school closures, students with additional needs may benefit from the remote support of a teaching assistant. All students with and EHCP who are working from home, will have a daily email from a teaching assistant to offer support with their work. They will also have a face to face conversation with a teaching assistant weekly via Microsoft Teams.

It may be that while a student is participating in remote learning, that their timetable may need to be adapted in order to support their continued engagement.

Any concerns about a student's ability to engage successfully with remote learning, as a result of their additional needs, should be directed to the school's SENCo who will be able to suggest and implement supportive measures.

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?

Each of our subject areas create resources that are based on the learning cycles for that term. These resources are uploaded at the beginning of each term with the amount of work being based on each subject's timetabled number of hours over two-weeks. This covers any period of self-isolation. The work is set on Class Charts where a student can easily access the work from the first day they isolate.