



# **Wilsthorpe School - Remote Learning 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.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

### 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?

In the event of a whole year group bubble being closed or a full school closure, your child can expect to receive work set on a daily basis in the Google Classroom platform set by the class teachers they would expect to have on that 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?

Yes, we teach the same curriculum remotely as we do in school.

\* Some practical subjects may deviate depending on lesson materials and Health & Safety issues.

### 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:

Secondary school-aged pupils not working towards formal qualifications this year	5 hours a day (inclusive of 1-2 hours of live lesson teaching)
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## Accessing remote education

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

By logging in to their Google Classroom including Google Meet video conferencing application.

Students may also be asked to access resources on other websites including, but not limited to;

- Oak National Academy
- BBC Bitesize
- SENECA learning
- Corbett Maths
- DrFrost Maths

### 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:

- Chromebooks may be lent to students where a genuine need is identified. Parents should communicate the need through the usual channels of school communication.
- Where internet connection is inadequate, the school will submit an application to the national scheme for further data to be provided on mobile phones by the network providers.
- Where a genuine need is identified for printed materials to go home, these will be posted by the school, and should be returned by post by the parent.

### How will my child be taught remotely?

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

- Live teaching (online lessons) between 1-2 hours a day.
- Lesson PowerPoints that include instructions to complete tasks.
- Resources to view or complete as posted by the class teacher in the Google Classroom area.
- Recorded teaching (e.g. video/audio recordings made by teachers).

## **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?**

- We expect pupils to log in to their Google Classroom area on a daily basis from 9.00am to 2.30pm (11.30am – 12.00pm lunch break) and be working on the tasks set / attending the live lessons.
- Live lessons with the class teacher will happen twice daily at 9.30am for the morning lessons and at 12.30pm for afternoon session – they should last between 30-60 minutes each.
- The support we expect from home (parents and carers) is:
  - Help to get routines in place to support your child's education.
  - Ensure that your child joins the live lessons at 9.30am and 12.30pm every day (should you have given consent for them to join live lessons).
  - Remind your child to behave sensibly, following the code of conduct when engaging in live lessons.
  - Check that your child is submitting work when they are expected to do so.

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

- We will check student engagement with remote education twice daily (during the live lessons 9.30am and 12.30pm) by taking a register.
- Class teachers will also be keeping a close eye on the work that is submitted and will alert your child's Progress Manager should they become concerned.
- If there is a serious issue with your child's engagement you will be contacted by the school using one of the regular methods of communication.

## **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:

- At Wilsthorpe we use a range of methods to assess and feedback on pupils' work – including the following:
  - Verbal feedback in the live lesson
  - Written feedback in returned submitted work
  - Short quizzes
  - Multiple choice tests
  - True or false tasks
  - Surveys
- It will not be essential for class teachers to receive work from students at the end of each and every single lesson.
- Class teachers will set clear deadlines for the work that needs to be submitted and will provide feedback in the format that is most appropriate.
- Students will receive formal assessments from Curriculum Areas in line with the pre-planned assessment cycle for the school year.
- The formal assessment arrangements, for a 2 period day timetable, involve a 10 weekly cycle. This is to enable the full coverage of content to be delivered and give students the best chance of success.

## **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:

- TA's to support with online learning with the use of 'break out rooms' for small numbers of students to access support with work.
- Staff adapting learning online for the students in classes and having expectations that are based on prior knowledge and understanding of students needs.
- Interventions run online (by TA's) to support with learning.
- Regular contact with parents and check-ins for identified students to solve problems with online access.
- CPD sent to all staff to support delivering online to SEND students. Same information sent home to identified students on programmes that can support online learning.
- At the most extreme level of need –
  - Printed work sent home to students in packs.
  - Students invited onto school site for TA support

## **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?**

**Key Stage 3 (Year 7, 8 or 9)** → A student's main focus of work to complete if self-isolating will be to undertake Knowledge Organiser activities for the subjects that they have on that specific day. The Knowledge Organiser closely follows the content and concepts that are taught in school each term for each subject. It has an infinite range of possibilities and tasks that can be undertaken. It is not simply a case of working with the content once and moving on, it needs to be revisited in a variety of ways employing different strategies to make knowledge stick. Therefore 'completing' the Knowledge Organiser is not something that we would typically expect as a possibility.

Support materials to aid students working with their Knowledge Organiser include the following:

- Links to digital (and printable) versions of the Knowledge Organiser for each Year Group
- A link to a PowerPoint presentation that demonstrates a variety of activities that could be conducted with the Knowledge Organiser content
- A link to a video that explains in clear detail how to use the Knowledge Organiser

\* Should students wish to complete additional work, aside from the Knowledge Organiser activities, then they could work on the government recommended sessions by Oak National Academy.

**Key Stage 4 (Year 10 or 11)** → A student's main focus of work to complete if self-isolating will be to undertake 'Working from Home Grids' for the subjects that they have on that specific day. Students should find that there are a variety of activities for them to complete that have specific relevance to the GCSE or BTEC courses that they study. Again, the links to the 'Working from Home Grids' can be found under the Key Stage 4 area of the remote learning section of the school website.

\*Should students wish to complete further work, aside from the 'Working from Home Grid' activities, then they could work on relevant topics on the BBC Bitesize website for the subjects that they study.

**Key Stage 5 (Year 12 or 13)** → A student's main focus of work to complete if self-isolating will be to undertake the work emailed by each subject teacher. If students are in a situation where they are waiting for the teacher to email, they should undertake the 'Independent Learning Tasks' for the subjects that they study on the Key Stage 5 section of the remote learning page on the school website.

The following table below will help to clarify the Remote Learning practices that take place at Wilsthorpe School:

Levelled Response to Remote Learning:



Level	Situation	Provision	Rationale
<b>1</b>	<ul style="list-style-type: none"> <li>Some students are not in school/classes due to illness or self isolation.</li> <li>Work is requested for their period of absence.</li> </ul>	<p><u>KS3</u> → Knowledge Organisers → Oak Academy Lessons</p> <p><u>KS4</u> → Working from Home Grids on Web Page → BBC GCSE Bitesize</p> <p><u>KS5</u> → Individually email &amp; Independent Task List</p>	<ul style="list-style-type: none"> <li>✓ Enables immediate remote education to be available</li> <li>✓ Enables provision that does not require significant parental or adult attention for success</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Many students are not in school due to <b>partial closure</b> with students attending on a rotational basis or due to Covid-19 outbreak in a Year Group bubble.</li> <li>Work would need to be issued on a whole cohort scale.</li> </ul>	<p><u>KS3</u> → Google Classroom – work set by class teacher with live lesson inputs taking place twice daily</p> <p><u>KS4</u> → Google Classroom – work set by class teacher with live lesson inputs taking place twice daily</p> <p><u>KS5</u> → Google Classroom – work set by class teacher with live lesson inputs taking place twice daily</p> <p>* Assessment and feedback are still required</p>	<ul style="list-style-type: none"> <li>✓ Maintains a well planned and sequenced curriculum</li> <li>✓ Delivers high quality content and resources with a consistent approach</li> <li>✓ Values the importance of assessment and feedback for gauging pupil progression</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>All students are not in school (apart from vulnerable and key worker children) due to a <b>National Lockdown</b> scenario.</li> <li>Work needs to be issued for all cohorts so that education can continue at home.</li> </ul>	<p><u>KS3</u> → Google Classroom – work set by class teacher with live lesson inputs taking place twice daily</p> <p><u>KS4</u> → Google Classroom – work set by class teacher with live lesson inputs taking place twice daily</p> <p><u>KS5</u> → Google Classroom – work set by class teacher with live lesson inputs taking place twice daily</p> <p>* Assessment and feedback are still required</p>	<ul style="list-style-type: none"> <li>✓ Families and staff can organise their day around fixed timings</li> <li>✓ Focused inputs maximise the impact of Google Classroom resources</li> </ul>

**Who to contact:**

Please do not hesitate to get in touch with a specific member of staff below if your child requires additional help to access their learning:

- Technical support: IT Support Team ([enquiries@wilsthorpe.derbyshire.sch.uk](mailto:enquiries@wilsthorpe.derbyshire.sch.uk))
- Queries about the remote learning policy: Mr B Parker (Assistant Headteacher)
- Support with the work set: the relevant Curriculum Area Leader / Class teacher
- Support with student engagement / well-being: the relevant Progress Manager
- Support for students with SEND: KS3 – Mr B Meir / KS4 - Miss K Devlin
- Concerns about safeguarding: Mrs C Parks and/or Mrs H Scott (Assistant Headteachers)
- Vocational qualifications: Mr M Gray (Assistant Headteacher)