REMOTE EDUCATION PROVISION

Information for parents and carers
January 2021

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Remote education provision:
General information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from The Academy regarding your child's 'remote' education provision if national or local restrictions require entire cohorts (or bubbles) to remain at home.

It is of absolute importance that your child continues with their compulsory education despite not physically attending school.

The Academy's shadow curriculum (the provision/structure that sits behind our formal curriculum) is designed to fully facilitate the continuation of your child's educational journey through remote learning.

Remote learning is the same as 'on-line' learning. All remote learning for every class will be set through the use of the 'GOOGLE CLASSROOM' platform.

In the event that entire cohorts are required to remain at home, a 'blended' approach by The Academy will be adopted by teaching staff to support remote learning.

The remote curriculum:
What to expect when learning at home

- The expectation is that pupils follow their normal timetable.

- Pupils complete the work set for each individual lesson that day, ideally at the time of the lesson in order to benefit from live teacher input.

- Pupils will access work set by their class teacher through Google Classroom.
  Supporting 'How to guides' can be found on the Academy website.
  http://www.valeofyorkacademy.org/how-to-guides/

- To support learning the class teacher will be available 'live' during the lesson.
  ***unless stated in advance on the class stream due to other commitments.*

- Live teacher support can be done in a range different ways including:
  o Being available via email to respond to pupil requests during lesson time.
  o Posting guidance or answer queries through the class stream on Google classroom, during lesson time.
  o Uploading a support video or recording or adding a voiceover to delivery notes and presentations.
  o Using Google meet platform to host an 'in person' session at the time of the lesson.

- After the timetabled lesson has ended staff will still respond to pupils however the immediacy of live interaction will no longer be expected.

- Pupils MUST respond to the engagement question, sometimes called the Golden Question or Do now…., or alternatively submit work back to the teacher as requested. This is essential so that each class teacher can track engagement with remote learning. Pupils should do this at the time of the lesson or ideally within 24 hours.
- Subjects will use other educational platforms to set remote learning such as 'Mathswatch', 'Seneca', 'GCSEpod' and 'Oak Academy'. The set work will always be posted in Google classroom but will require your child to access these other resources.
- Should your child have an issue with accessing they should contact their class teacher ASAP using the email teacher option in Google classroom.

Accessing remote learning through Google classroom

Pupils have access to the Google Classroom platform at all times where work to facilitate remote learning can be found. Information, tasks, guidance and all support materials will be posted/uploaded by classroom teachers.

Pupils log in using their school network details:
- Y7s 20voy-yourinitialsyourbirthday@gps.hlt.academy e.g. 20voy-xy01@gps.hlt.academy
- Y8s 19voy-yourinitialsyourbirthday@gps.hlt.academy
- Y9s 18voy-yourinitialsyourbirthday@gps.hlt.academy
- Y10s 17voy-yourinitialsyourbirthday@gps.hlt.academy
- Y11s 16voy-yourinitialsyourbirthday@gps.hlt.academy

Any pupil who has issues with their password should contact IT support on c.jones@voy.hlt.academy

Pupils will find their timetable detailing all Google Classrooms by accessing the Google calendar, clicking on the 9 dots on the Google Home Page.

Pupils should check their Google Classroom account every day. They should initially check 'inside' the Google Classroom of the timetabled lesson to check what new material has been uploaded by the class teacher and follow any instructions given. They should then work through the Assignments uploaded by teachers.

Digital access

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 understand that not everyone has access to a laptop or tablet on which they can access online learning. As a school, we have been provided with devices to support access for pupils.

An initial survey was completed in 2020 to identify which pupils do not currently have access to a device. This was followed up in January 2021 with direct request for families to contact the school should access be an issue.

Should access continue to be an issue please contact the Academy in order that we can support the remotely learning of all pupils.

Contact: hello@voy.hlt.academy or c.jones@voy.hlt.academy

 We will loan these to pupils in this order:

- Devices to disadvantaged pupils in Year 11

- Devices to pupils in Year 11
- Devices to disadvantaged pupils in Year 10
- Devices to pupils in Year 10
- Devices to disadvantaged pupils in other year groups
- Other requests

Parents / carers will be contacted and asked to collect a device from the school reception and sign for this. The device must be returned at the end of the isolation or remote education period.

Additionally the school has access to a small number of SIM cards with unlimited data to allow pupils who do not have access to WiFi to access online learning. Families who request access will be given access in the same priority order as listed above.

Engagement with remote learning: expected study times

Teaching staff have been instructed to set a range of tasks so that all pupils are suitably challenged. Within each lesson there will be tasks that all pupils will have to complete, some tasks most should undertake and tasks that some could do.

As a rule of thumb your child should work for the period of time given to that subject each week however the all, most and some methodology allow for pupils to work independently outside the allocated time should they wish to.

Those pupils working towards formal qualifications (Key stage 4) should endeavour to complete work and act upon feedback provided in order to support learning and progress.

It is important that your child's 'School engagement time' is monitored and managed in order that they achieve a healthy balance and their well-being is supported.

If at any point a parent or carer has a concern regarding workload or their child's attitude to remote learning they should contact the form tutor (or designated key worker if applicable).

FAQ's

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We expect all pupils who have a device to engage with remote learning on Google classroom following their normal timetable.
- We expect all pupils who have a device to complete assignments set on Google Classroom on a daily basis
- We would be grateful for parental support by setting a routine for engagement with remote learning on a daily basis – parents and carers could ask children to show them daily if they have any assignments due on Google Classroom. Please remember that we do not want schoolwork to become a source of conflict at home and pupils can ask for help from staff by emailing them from their Google accounts at any point.

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

- On a weekly basis pupil engagement is tracked by all subject teachers.

- Non-engagement with remote learning will be addressed and challenged with contact home from a nominated member of staff.

- Parents and carers can expected regular contact either by email or phone updating them with an overview of how their child is doing with regard to their engagement with remote learning.

- Subject teachers will also regularly monitor engagement with their specific subject and contact home if there is an issue regarding engagement.

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. A dialogue with the class teacher during the live best can best support learning.

Pupils will be set assessments and assignments to complete in order that progress can be tracked, recorded and monitored. This then informs teaching as well as feedback for individual or groups of pupils. Marking of work will follow the scheduled programme of study with pupils receiving impactful and timely feedback to move learning forward.

Staff are asked to recognise engagement with remote learning weekly with each class however this does not mean providing detailed feedback to every piece of work submitted. This may take the form of a short comment or simple acknowledgement of work completed. However, as stated detailed feedback is planned in a systematic way in line with key assessment points, each subject has a different schedule. Key assessment points will be share in advance with pupils.

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:

- Keyworkers will contact pupils with SEND on a regular basis during the period of remote education to support the individual pupil and family to clarify any issues and clear up concerns.
- All vulnerable pupils will have a tailored package of support as developed by the Assistant Vice Principal – Pupil Welfare in conjunction with the SENCo.

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?

Where individual pupils are self-isolating, work being covered in class is uploaded to the Google Classroom so that pupils can review the content being covered in lessons.

Pupils are expected to engage with the shadow curriculum as outlined above however the function of live teacher support will not be available as their commitment will be to the delivery the lesson in school. Staff will continue to monitor the engagement of pupils self-isolating through Google classroom.