

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 students at home

What should my child expect from immediate remote education in the first day or two of students being sent 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.

The remote education provision available immediately will be appropriate work set in the Google Classroom. This will take the form of tasks and activities that can be completed independently. Students will be able to ask questions of their teachers in the stream of their Google Classrooms. This method of remote learning for the first two days will allow teaching staff the time to replan and adjust the learning, in preparation for the Academy timetable of live lessons and independent work which will begin day three. The contingency timetable, guidance, and contacts for support will be communicated to parents on the morning of day two.

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?

As an Academy we will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have made some adaptations in some subjects. For example, we may alter the order in which topics are taught, depending on their difficulty or topics that may be sensitive - for example, in PSHE.

Practical subjects in particular, such as PE, Dance, Music, Art, Design and Technology and Science have adjusted activities to adapt to a remote learning setting.

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 students broadly the following number of hours each day:

Secondary school-aged students not working towards formal qualifications this year	Years 7-9 8.20am-1.15pm (4 hours 25 minutes). (1 x 30 minute break). Plus completion of class work and homework.
--	---

<p>Secondary school-aged students working towards formal qualifications this year</p>	<p>Years 10-13. 10.00am-3.45pm. (5 hours 15 minutes) (1 x 30 minute break), plus completion of class work and homework.</p> <p>Years 12 and 13 Level 3 10.00am-3.45pm. (5 hours 15 minutes) (1 x 30 minute break), plus completion of class work and homework.</p> <p>Year 12 Level 2 8.20-1.15 (4 hours 25 minutes) (1 x 30 minute break), plus completion of class work and homework.</p>
---	---

Accessing remote education

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

The digital platform used by the Academy for teaching, assessment and interventions is Google Suite for Education. A combination of live lessons, recorded lessons and work to be completed independently is delivered through the Google Meet and Google Classroom elements of the platform.

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:

If there are families that do not have digital or online access at home, the following support is in place:

If you require information on whether you are entitled to a laptop or internet enabling devices to enable access to remote education, please read the following information published by the Department for Education.

<https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19>

If after reading this you believe you are entitled to support, please contact the Academy in the following way:

Contact your child's Head of Year either by calling the Academy (0208 875 2600 between 8.15 and 4pm) or sending them an email. (If you do not know their email address please use info@southfieldsacademy.com and your message will be passed on).

Once eligibility and needs have been established we will liaise with the DfE and the Local Authority to source the appropriate device, whether that be a laptop, routers, dongles etc. Once received, we will liaise with you for a safe collection of the device.

If printed materials are needed, the Head of Year will liaise with relevant teaching staff to arrange the sending of materials home and the submission of work.

How will my child be taught remotely?

Academy staff have undergone and continue to engage in Continuing Professional Development that is centred on best practice in remote teaching, and effective use of our digital teaching platform.

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

- predominantly live teaching (via Google Meet)
- Initial explanations for independent work and support in the Google Meet.
- occasionally recorded teaching (e.g. 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 e.g. Hegarty Maths

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?

Student Expectations

Whilst at home, Google Meet used for live lessons is a 'classroom space' and school values and expectations must be practised and respected at all times. Failure to do this will result in removal, reporting and discussion with parents/carers and exclusion from live lessons until restoration has been achieved.

All students must:

- Enter the Google Meet using their own school account.
- Not share the Google Meet link with other students.
- Not capture screenshots without instruction or request.
- Only join the Google Meet at the time of their lesson and must not attempt to join other Google Meets where they do not belong.
- Video may remain on as long as the background is blurred.
- Keep muted unless directed by the teacher.
- Only use the chat as directed by the teacher.

Parent/Carer Expectations

The primary role of the parent/carers, whilst their child is in a lesson, is to ensure the safe and successful facilitation of the live lesson (via Google Meet). This includes ensuring that their child adheres to the Remote Learning Code of Conduct as listed above. Parents/carers should also ensure students have access to appropriate devices and support by encouraging clear routines at home.

With reference to GDPR, UK privacy laws and safeguarding, it is forbidden for parents to capture or record a live lesson.

In order for staff and fellow students to respect the home environment, prior to the commencement of any live lesson, parents/carers should make sure that if their child has their camera on, their child has blurred their background.

Once a live lesson has commenced, the video link is considered a classroom space and parents/carers should not be seen or heard by the other users in the lesson.

There is a confidence in the classroom space which must be respected by all parties. Under no circumstances should parents/carers comment on, or discuss in any forum, lesson content, student's participation and progress, or staff expertise and professionalism.

Individual concerns must only be made in reference to your own child and should be made directly to the teacher at an appropriate time, at a time outside the lesson via the Head of Year.

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

Class teachers will be recording attendance to lessons using the usual monitoring system (Bromcom). Class teachers will record engagement during live lessons and completion of homework usually the following options in Bromcom:

- 'Lack of effort' = poor engagement /effort/ work
- 'Effort' = good engagement /effort
- 'Lack of homework' = poor homework return and/ or poor homework completion
- 'Excellent work' = good work/ homework produced

Pastoral teams will generate weekly reports and contact any parents or carers where there are concerns. Class teachers will continue to phone/email parents or carers where they have concerns.

Parents need to use the 'My Child at School' platform to engage with information regarding their child's progress.

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 methods of feeding back on pupil work and checking for understanding are as follows (but not limited to):

- Question and answer during live lessons.
- Low stake quizzing.
- Using software with students during lessons for students to demonstrate their understanding e.g. whiteboard.fi and Dr Frost.
- Use digital platforms to provide instant feedback e.g. Hegarty Maths, Educake, Seneca.
- Functions available in Google Meet – polls, Q&A and breakout rooms.
- Live marking via Google Classroom.
- Marking assignments on Google Classroom.

- Providing whole class feedback and individual feedback on Google Classroom.

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:

The Academy staff, SENCo and SEND team work closely with families during this time and to provide support in various ways.

- Differentiated activities in Google Meet live lessons.
- Differentiated tasks in the Google Classroom.
- Regular phone calls from Key workers of SEND students to their families.
- Regular phone calls from the pastoral year group teams to families of students with high needs.
- Teaching Assistants in the live lessons- Google Meets- and follow up support in the Google Classroom to enable the completion of learning.
- Intervention Google Classrooms for particular SEND groups, to support them in their learning.
- Specialist telephone intervention support for identified students
- Live Google Meets with Parents and Carers.
- On-site support for vulnerable students, supporting them to access online learning.
- Phone calls and follow up support for Looked After Children/Care leavers.
- The team liaises with the IT team at the Academy to support families with accessing online learning.

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?

During this time teachers will upload the learning materials from each lesson to the relevant subject Google Classrooms by the end of each day. The student is expected to complete these activities and submit in the usual way. The teacher will mark and provide feedback to the student. This can take the form of individual feedback or class feedback.