



Quarrydale Academy
Remote Education Provision
January 2021

Remote education 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 where national or 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?

For the first two days where pupils are required to work from home work will be set by classroom teachers that reflects a full academy timetable. This will provide two days for laptops to be distributed to students that require them so all students can fully access their work each day via Microsoft Teams.

All lesson resources will be provided and all teaching staff will email each of their classes informing them of where the work is and any additional information they need to complete the work set.

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?

The structure for remote learning will take place as follows:

- We teach the same curriculum remotely as we do in school.
- Students will follow their normal timetabled lessons and timings of the school day from home.
- Tutor time will take place for morning and afternoon registration to be completed and for tutors to support any issues students maybe experiencing.
- I appreciate that students and staff spending 5 hours a day in front of a computer screen is going to be quite difficult and therefore for one lesson per day work will be set by the classroom teacher. This will also provide students with an opportunity to keep up to date with their studies, work independently and consolidate knowledge.
- A register will be taken for each lesson, apart from the lesson where work is set.
- All the lessons will be live on Microsoft Teams with an input from the teacher for the first 35 minutes followed by students completing the task set for them at their own pace.
- Keyworker and vulnerable students will be accessing work and remote lessons from within the academy.

The key priority during remote learning is to ensure that we are covering the curriculum in as much detail as possible. Additionally, we need to be in a position where students have covered curriculum content that reflects the scheme of work so when we return back to normal, students are in a position to move onto the next stage in their learning. For example, each individual year group's curriculum content needs to be completed in order to move onto the subsequent year without having to revisit huge amounts of content that they should have covered during this academic year.

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:

Key Stage 3, 4 and 5	We expect that remote education (including remote teaching and independent work) will take pupils broadly the same amount of time to complete as it would in school. This will be a minimum of 5 hours per day.
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Accessing remote education

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

- Remote lessons will take place using Microsoft Teams using individual staff and student's accounts so usage and online activity can be monitored to increase safeguarding procedures.
- All work will be accessed via SharePoint, e-praise or through the student's school email.

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 recognise that some pupils may not have suitable online access at home. We will take the following approaches to support those pupils to access remote education:

- If your child does not have access to a suitable device or an internet connection to access remote learning, please contact us at reception and we will endeavor to provide you with one. Once we have received your call, we would look to make either a laptop or dongle (or both) available for you to collect from main reception within 24 hours. To date we have issued 137 laptops to enable students to access online learning and resources.
- If your child needs resources printed, please contact us via main reception. We will collate the work for your child and it can be collected or sent via Royal Mail to your home address. Students completing work on paper should bring this into school with them on their first day back to hand in to their teachers.
- If your child is entitled to free school meals during times when your child is at home vouchers to cover this period of Closure will automatically be issued from our finance team.

How will my child be taught remotely?

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

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

- Live teaching (online lessons): In the event of a whole school or year group closure, students would be taught via this method. This is via Microsoft Teams, but may also include the use of other technology and software applications accessible to both staff and students.
- Online electronic work for students to complete: All lesson resources are available for students to complete via Microsoft Teams, SharePoint and school emails.
- Other resources that will be used when appropriate could be:
 - Recorded videos (pre-recorded learning and explanations)
 - Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

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?

- Our aim is to keep our core purpose of teaching and learning continuing as effectively as possible.
- We will expect students to complete all work set - they will receive e-praise points as usual for excellent work and effort.
- To keep expectations clear that all work set must be completed we will closely monitor the completion of work by students and work directly with parents to address any potential issues.
- Students will need to have access to Microsoft Teams and the internet along with a Chromebook/laptop/PC/tablet and parents should fully support their child accessing remote lessons throughout the whole day.
- If your child is ill and is unable to access the closure timetable then please inform the school attendance officer for your child as soon as possible.
- For students with additional needs a member of our SEN team will be allocated as a link to provide remote support to enable students to access the work and liaise with teachers when appropriate.

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

Monitoring Attendance and Engagement:

We want to ensure that as many students are accessing their remote education. In order for us to effectively address the non-engagement or attendance of students accessing remote education, the following staged process will be used.

- **Stage 1:**
 - All tutors and teachers are taking registers through SIMS. For all students that are absent our first day response will be a text message sent using Parent Pay by the attendance officers.
 - For the vulnerable pupil groups listed below, a named member of support staff within their bubble will make regular contact to ensure safeguarding is effective. For example, each member of support staff attached to a bubble will be allocated one/two of the pupil groups below:
 - Child Protection Children for each year group
 - Students with an EHCP for each year group
 - LAC for each year group
 - SEN for each year group
 - Young carers
 - Special Guardianship
 - Any identified vulnerable students who do not meet the Child Protection threshold $\frac{3}{4}$, but HOY are aware of their vulnerabilities.
 - All communication with parents will be logged on Epraise as an intervention. For the vulnerable groups this should also be logged on CPOMS so the evidence can be sent to professionals who are working with the families.
- **Stage 2:**
 - For students that are in the above vulnerable pupil groups, if they have not responded to stage 1 and/or they have not engaged in remote learning on day 2, the member of support staff monitoring these groups within the bubble will contact home for a second time. For all students that are non-attenders another text message will be sent to parents.
- **Stage 3:**
 - For students that are in the above vulnerable pupil groups, if they have not responded to stage 1 or 2 and/or they have not engaged in remote learning on day 3, the member of support staff monitoring these groups within the bubble will contact home for a third time to inform the parent that they are referring this back to the academy so further action can be taken. Again, this needs to be logged on Epraise.
 - For all students that are non-attenders another text message will be sent to parents and this will be followed up with support staff assisting with contacting some or all of these pupils and again this will need to be recorded on Epraise.
- **Stage 4:**
 - Following a student not engaging for 4 days (the government states that they have to review this on a weekly basis) a letter will be sent via recorded delivery informing the parent that their child has not engaged in remote learning and following interventions from staff within the bubble we now have safeguarding concerns as we have not seen the child for a number of days. The letter will also provide a date and time for a welfare meeting to take place.

How will you assess my child's work and progress?

Providing feedback for work completed by students:

- 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, and will be utilized by our staff.
- In terms of providing feedback this will depend significantly on the tasks and work that students are completing. The majority of feedback will be done verbally to the whole class. Following the classroom teacher thoroughly checking the work completed by students and during feedback students can be informed of improvements that can be made, any misconceptions, general corrections, etc.
- There will be some pieces of work and tasks that will require individual feedback, which can be done electronically either by email or if appropriate annotating pieces of work if they are submitted using Microsoft Office applications such as Word and sending them back to the individual students. Students will be informed how to return work if it is going to have individual feedback to avoid them taking photographs of work which are obviously hard to annotate without printing off.
- The minimum expectation for individual feedback from each subject is once a fortnight, but as I have specified the feedback method will be dictated by the work produced.

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:

We recognise that some pupils – for example, pupils with special educational needs and disabilities (SEND) – may not be able to access remote education without support from adults at home. We will continue to work individually with families to ensure that all students are supported to allow them to make the best progress. Our work with parents / carers of these students will be bespoke and designed to meet their individual needs.

Regular contact with students that need additional needs will be made by designated support staff.

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?

For the most part, the information above still applies. Students should follow their in-school timetable, and work resources will be available via the school website, Sharepoint, E-praise and email.

Students should use email to ask questions during lesson times.