



## **Remote Education Provision: information for parents and carers**

This information is intended to provide clarity for parents and carers during periods of remote learning, either through full lockdown or when year groups are self-isolating at home.

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

### **What should my child expect from remote education in the first day or two of lockdown or of a year group being sent home?**

In cases when a full cohort of students (ie, an entire year group) has been sent home, or in a full lockdown, students will be taught according to their normal timetables: a mixture of live lessons via Google Meet and tasks set by teachers to complete independently via Google Classroom. The live component of the lesson will vary in time and structure, but the majority of lessons will begin with a Google Meet in which the teacher may set up an independent task, or may teach through the lesson, depending on what is most appropriate for that lesson. There is one live tutor registration per week, and they will be set tutor group tasks on Google Classroom for the other days.

This may not begin for the first day while teachers replan their lessons for a virtual environment; on the first day we would ask students to make use of the tasks on our Challenge Curriculum, to be found in the Curriculum section of the website [here](#) on each individual subject page.

Students will largely be taught the same curriculum that they would have been taught in school, but this is dependent on what is appropriate to be taught remotely. Subject leaders and teachers may choose to teach a different unit or set of skills while in a period of remote education if that unit or set of skills is more suited to being taught in this way.

### **Remote teaching and study time each day**

Students will be taught according to their timetables during remote learning; for each lesson teachers will teach and/or set work which should amount to students spending around 45 minutes on this work, plus tutor time activities and any home-learning. This is to allow screen time breaks for students and help with their concentration as they move to the next lesson. If students are not spending 45 minutes per lesson per day, we would encourage parents and carers, where possible, to have a conversation about what students have done or completed. This can be because students are not spending the requisite amount of time on independent tasks.

As part of their remote learning, and to encourage independent curriculum enrichment, they are encouraged to use the Challenge Curriculum, to be found on individual subjects pages of our Curriculum section of our website [here](#), and choose an activity that interests them to complete.

### **Accessing remote education**

All students use Google Classroom on a daily basis while in school and while completing home-learning; they are therefore all able to use this platform. All remote learning tasks,

activities, assignments, and links to live lessons will be set via Google Classroom. Live lessons are done via Google Meet. Google Classroom and Google Meets can both be accessed through any device, including a mobile phone. It would be helpful for students to have a laptop, desktop computer, or tablet to work on through the day, but a mobile phone will allow them to access their work and their live lessons.

If your child cannot access the internet, or does not have an appropriate device, please contact the school as soon as possible on [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk).

## **Remote teaching**

Our teachers will use a variety of approaches to deliver remote teaching and learning, including:

- Live lessons (the majority of lessons will begin with a Google Meet)
- Recorded teaching (including recordings by our own teachers and those already recorded, such as Oak National Academy)
- Online textbooks
- Worksheets and booklets (provided largely online, and by post where necessary)
- Appropriate websites, such as Seneca Learning
- Subject specific web-based software, particularly in creative or practical subjects
- Collaborative or paired work using Google Documents or Slides

Home learning:

Teachers will continue to set home learning for Years 11, 12 and 13. Home learning will not be set as standard in Years 7-10, as students are already spending so much time in front of screens, although teachers may set it to finish work or complete assignments where appropriate. Students in these year groups should use the Challenge Curriculum in place of home learning, and we would encourage them to complete one task or activity in any subject per week; this will help to broaden and enrich their experience of the curriculum. The Challenge Curriculum can be found on each subject page on the Curriculum pages of the website [here](#).

## **Student Engagement**

We expect our students to attend all live lessons and complete work set, except when they are unwell. If students are unwell and therefore not completing work, the usual attendance procedure should be followed. If students are having difficulty completing work, they should contact their subject teacher via Google Classroom in the first instance, remembering that teachers are teaching during the school day and may not be able to respond immediately. They may also ask questions and clarify work during the live sections of lessons where this is appropriate.

Parents and carers can help students engage by ensuring they adhere to the routine and timetable of the normal school day, and providing a quiet place for them to work, with a device through which students can access Google Classroom and Google Meet. Students may find it helpful to work collaboratively with their friends on tasks, and this, as long as students are focused, can often be beneficial. Parents and carers are in the best place to judge the effectiveness of this for their own child.

If students do not complete the task set (even if they attended the live lesson), teachers will inform parents and carers of this by giving an F1 behaviour point, which appears on Insight. We would ask parents and carers to check Insight daily in order that if work is not being completed, they are able to discuss this with their children and give support where necessary. This will also enable parents and carers to see any merits given, which are awarded in the usual way with the addition of some particular remote learning merits.

Student attendance in live lessons is tracked by our pastoral team and parents will be contacted if students do not attend. This is why it is important that if there are reasons why your child cannot engage with live lessons (illness, lack of internet access, etc) you let us know as soon as possible, by the usual channels for attendance, and by emailing [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk) for other issues.

### **Feedback**

Feedback can take many forms and may not always mean extensive written comments for individual children; the effectiveness of feedback depends not on the method, but on the progress in their work students can then make from it. Just as in the face to face classroom, teachers will provide feedback to students on their work in a variety of ways. This may include:

- Whole class feedback
- Self marking against an exemplar or mark scheme or answers, with reflection
- Teacher marking of individual work, after students have uploaded to Google Classroom
- Quizzes marked automatically via digital platforms
- Oral feedback, either in the lesson or via Google Classroom

Students will often be asked to submit the work at the end of the lesson, but this will not always be for marking; the teacher may ask for the work to check that it has been done rather than to mark it, or to pick up on common themes to feed back to the class.

### **Additional support**

We recognise that some students, for example those with special educational needs and disabilities (SEND), amongst others, 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:

- Differentiated teaching, as in the classroom
- Teaching assistants provide support in lessons they would have attended in person
- Communication between parents/carers and Inclusion team.
- SEND section of t bulletin
- Sharing information on accessibility features of G suite on Chrome

### **Remote education for self isolating students**

When students are self-isolating, the arrangements for remote education are different. Live streaming is not used; instead teachers will mirror the work and tasks set in the classroom at home in a variety of different ways.

On the first day, parents/carers will receive a letter explaining the process by which work will be set. At KS3, work is set in two ways, depending on the subject:

- Via a document attached to the initial letter, sent on the first day of self isolation. Also contained within this document is a bank of work that students may complete independently if they finish work early or while they wait for further work to be set
- Set individually by class teachers on Google Classroom

At KS4 and KS5 teachers set work individually on Google Classroom.

In all cases teachers may set a variety of tasks: slides students can work through, setting of independent tasks, research tasks, use of Oak National Academy or Seneca, etc. Students should complete all work set and upload to the teacher on Google Classroom. If students need

help from the teacher, they may message on Google Classroom, but we would ask students to be aware that teachers are often teaching all day, and may not be able to respond immediately.

**School Lead for Remote Learning:** Rebecca Kingston, Assistant Headteacher

**Useful documents:**

[Remote Learning Information - 4 January 2021](#)

[Student Virtual Learning Code of Conduct](#)

[Self isolating letter](#)

[Chromebook accessibility and learning tools.](#)

[Use captions in a video call - Computer - Google Meet Help](#)