



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 if local restrictions require **entire** cohorts to remain at home.

For details of what to expect where individual students are self-isolating, please see the final section of this document

The remote curriculum: what is taught to students at home

The 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 students being sent home?

The **main** platforms that will be used to both set and receive work will be Satchel One and Google Meet. Lessons will be scheduled on the Google Calendar in line with students normal Academy timetable. Resources for and details of the lesson will be uploaded onto Satchel One for students and parents to access. When a lesson has taken place, the recording will be stored securely on the Google Drive where students can access it at a later stage if they have missed the lesson and/or need to recap information covered within.

The Academy's expectation is that the lessons will be set one week in advance following the Academy timetable.

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?

Teaching staff will continue to teach according to their Curriculum plans. However, we have needed to make some adaptations in some subjects particularly practical subjects to accommodate the resources and facilities students have at home e.g. changes to PE, IT and Music. The entire curriculum will be covered but the curriculum sequence of some subjects may have been altered to support remote delivery. Each subject has made their own contingency plan with regards to any changes they may need to make in order to adhere to a local or national lockdown. Time has been spent within department areas, in order to adapt and refine our curriculum should the need arise to teach remotely.

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 classwork) will take students broadly 5 hours per day, in line with their normal Academy Timetable.

Students will have a wellbeing afternoon one day per week where a range of wellbeing tasks are set in place of their normal lessons on that afternoon.

Home-Learning/Homework

Home-learning/homework is set in addition to the 5 hours indicated above.

At Key Stage 3 students will not be receiving any additional home-learning this term whilst they adapt to online learning, learn to manage their time effectively and ensure they are proficient in the administrative elements of completing all classwork and submitting it on time. Staff will set extension tasks within lessons and students are encouraged to complete these where possible. Our librarian will also update Satchel One regularly with suggested reading that may be for pleasure or to supplement lessons.

Key Stage 4 students will receive at least one-hour home-learning per week in core subjects and one hour per fortnight in non-core subjects. At Key Stage 5 students can expect up to receive up to 3 hours of additional home-learning per subject.

Accessing remote education

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

The **main** platforms that will be used to both set and receive work will be Satchel One and Google Meet. Lessons will be scheduled on the Google Calendar in line with students' normal timetable. Lesson resources will be shared on Satchel One and this is also the platform students will submit work. Communication between staff and students will take place on Satchel One, including written forms of assessment.

Students also have access to other platforms which are subject specific, including, but not limited to:

- Google Classroom
- Hegarty Maths
- SAM Learning
- Seneca
- BBC Bitesize

The Academy may also use, when appropriate, the resources available from Oak National Academy in order to support its online remote education.

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 have taken the following approaches to support these students to access remote education:

- A full IT Device and Connectivity Audit has been conducted and the Academy holds an up to date list across Year groups of students who have no access to IT services at home. The Academy is committed to working with these individuals and will provide necessary support in this regard. If your child has not been provided with a device and/or internet router/dongle, please contact your child's SDL.
- All parents/carers have been asked to communicate with their child's Student Development Lead (SDL) if they do not have internet access and/or a device.
- For students who, despite support outlined above, still cannot access online lessons e.g. very poor internet connection the following protocol should be followed:
 - Parents/carers should contact their child's SDL and explain the situation
 - SDLs will arrange for work to be printed for all subjects on the student's timetable weekly, in line with the curriculum being delivered
 - Parents/carers can collect work from main reception at a mutually convenient time and/or arrange delivery where collection is not possible
 - Work completed on paper should be submitted on a weekly basis by returning it to the Academy/contacting your child's SDL to arrange collection
 - If a student is struggling with work they are completing without digital/online access, parents should make contact with the Academy via email/telephone and outline the challenges so staff can adapt work appropriately to support.
 - In Years 10 and 11, students will be provided with core revision guides and workbooks to support their learning

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching (e.g. video/audio recordings made by teachers)
- textbooks and reading books students have at home
- 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?

Whilst we understand that circumstances are different for each individual student family, it is expected that all students engage fully in remote learning. In exceptional circumstances, tailored arrangements may be made to provide additional support thus enabling students to continue with their learning regardless of home circumstances.

Parents and carers are encouraged to provide as much support as possible in terms of the set up and access to lessons. When a student has the resources available to access learning remotely, they should be relatively self-sufficient but, depending on your child's need, you may need to help them organise their day and communicate with staff **separately** if any issues arise.

Taking an interest in your child's learning and monitoring their Satchel One is encouraged, where possible.

Rewards

There are a variety of rewards we will use to celebrate student success, these include, but are not limited to: positive phone calls and postcards home, certificates issued by Directors of Learning and Mini School Leaders (MSLs) and prize draws at the end of term for those students who have engaged the most with Remote Learning.

Register of Engagement and Intervention Steps

The first priority is for staff to identify any students who were missing from the lessons, this will be done through completion of a register on Satchel One. Each morning MSLs and SDLs will run a report which will detail students who missed a lesson the day previous, where a pattern is noted or students have missed multiple lessons, parents and carers will be contacted. Parents and carers are encouraged to log on to their Parent account on Satchel One as this will enable you to monitor your child's attendance and work submission rates.

Staff are judging engagement of students through a variety of techniques including: participation in online lessons, personal contributions, work submission (quality and quantity) and student feedback. Where concerns arise regarding engagement, staff will make contact with parents/carers.

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

The Academy has a clear protocol for monitoring engagement of students during a full lockdown, which emphasises the importance of communication regularly with parents/carers. Student Development Leads, Heads of Year and Directors of Learning will make contact regularly with parents and carers. Where contact has been made and no improvement is evident, senior staff of the Academy will make contact with parents and carers to discuss any key issues and plan a strategy for moving forward.

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 student work is as follows:

- **Whole Class Feedback**
After collecting assignments, staff will read them and collect examples of success against the criteria to spotlight and celebrate in the next lesson and make a note of common issues, misconceptions or next steps: this becomes your next teaching point.

- Live feedback/ marking
As students posts answers in the chat you staff may provide feedback commentaries - either verbal or written, praising positives and suggesting improvements or enhancements.
- Quizzes
Staff may use a platform such as Google Forms or Kahoot to set a knowledge quiz -these are self-marking and the results allow the teacher to see patterns of confidence and any misconceptions. Live multiple choice quizzes with answers in the chat on Google Meet will also allow for this. These can be followed up with a whole class reteach with, perhaps bespoke work for those who are most confident and do not require the reteach.
- Spotlight marking of assignments
Mark assignments by highlighting success or next steps against pre-determined criteria.
- Assignments marked against a rubric
When establishing assignments, set up an assessment criterion in the rubric: students can then be scored accordingly.
- Written Feedback

Feedback may be provided on individual pieces of work via the chat function on Satchel One.

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.

Our students with EHCPs or those with SEND needs, will have contact from the SEND team identifying ways in which they can be best supported during this time.

The curriculum offer is also regularly reviewed for individual students and regular conversations are held between our SEND Team, the student and their Parents/Carers in order to make regular assessments with regards to any adaptations that are required for these students.

Staff training and regular updates are provided on meeting the needs of students with SEND including personalised information and strategies shared where and when appropriate.

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 periods of partial closure or for students self-isolating, students should follow their normal Academy Timetable and access all of their lesson resources on Satchel One.

Students will have access to the same class materials and tasks as those within the Academy during this time

Groups of students identified as close contacts may have dedicated online lessons in Core subjects where staffing allows, this will be communicated directly with the parents of these students the day after they have been identified as needing to self-isolate

Students should submit work on Satchel One to their teachers on Satchel One as outlined in previous correspondence.

If you are experiencing any issues with accessing remote learning, please contact your child's SDL in the first instance. Below is a list of Senior Members of Staff responsible for each Key Stage:

Key Stage 3 (Years 7-9) – cduffy@marshacademy.org.uk

Key Stage 4 (Years 10 and 11) – kogormley@marshacademy.org.uk

Key Stage 5 (Post 16) – abloomfield@marshacademy.org.uk