



Remote education provision: information for parents

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Working in a pandemic has meant that we have had to change our approach to educating our students. Our aim is to continue to provide high quality education to all of our students remotely when we move to remote learning as a whole school or when students are self-isolating. The safety of our school community is always our highest priority.

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if local or national restrictions require entire year group bubbles or indeed the entire school to remain at home.

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

The remote curriculum: what is taught to students at 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.

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

In the case of a year group or the entire school being sent home to learn remotely, all teaching staff will set work on their relevant Google Classrooms. If for some reason there is a delay in setting up live teaching, moving to live teaching would be as soon as possible.

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?

In the case of a year group being sent home to learn remotely students will follow the same timetable as they do at school.

In the case of the entire school being sent home to learn remotely students will follow the same timetable as they do at school – lessons will be 55 minutes instead of 1 hour long to allow for transitions between lessons.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have made adaptations in some subjects such as practical subjects including science, DT, art and music. Here the teaching of the same curriculum may not be possible due to either health and safety reasons or the need for specialist equipment.

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:

Key Stage 3 and 4	5-6 hours a day
Key Stage 5	6-7 hours a day

Accessing remote education

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

To access our remote learning platform [Google Classroom](#) students need to log on using the @nhsg.org.uk username and password they have been provided with. If they have difficulty logging in they should contact their form tutor.

Each lesson has a 'live' component delivered through Google Meet. Students join their live lesson by clicking on the 'join' button in the 'Meet' box of their classroom page.

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:

- Parents and carers have been contacted about how to request a device to access schoolwork; if you would like to discuss this please contact Mrs Collins m.collins@nhsg.org.uk
- Parents and carers can also contact their daughter's head of year if she is struggling to access online work for any reason
- The school received a small number of DfE restricted laptops to distribute to students who need them; any student in need of a device is added to a waiting list when this need is made apparent which also includes key information such as their year group, SEND information (if applicable) and if they are disadvantaged; when a laptop or other equipment is made available this is then issued based on levels of priority – these are: clinically vulnerable and shielding, disadvantaged, SEND, those living in temporary accommodation, non-disadvantaged; the waiting list allows for devices, when available, to be distributed as fairly as possible; parents can contact their head of year if they need to be added to the waiting list
- We can offer a place in school to vulnerable students and those that are struggling to access the work remotely
- In some cases, if the above avenues have been exhausted and it means a student still does not have online access, it can be arranged that printed materials are posted home; this is overseen by a student's head of year

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. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- textbooks and reading books students have at home
- access to websites such as HegartyMaths, TT Rockstars, Kahoot & Doodle

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?

Expectations for students:

Students are expected to attend their live lessons each day and complete their work as communicated by their teachers.

A register will be taken for each live lesson and unless the school has been informed of an authorised reason, absences from three lessons will trigger a follow-up phone call.

If students are unwell, parents must leave a message with the school before school registration that morning. School attendance must be reported on 020 8769 0062.

Parental questionnaire responses have been used to help support parents. Parents and carers might find the resources on the school website on setting home learning routines of use <https://www.nhsg.org.uk/remote-learning>

If possible, parents need to allow their daughters to have a quiet space to work between 8.45 am to 4.15 pm each day. Please encourage children to complete work and attend all live sessions a day. If parents have other children, sharing devices, they can still access the work in the classroom at a later time - they should let their teacher know if this is the case.

Parents should encourage children to take rest breaks in between the live lessons and get fresh air every day. Please find a resource to support home learning routine [here](#) and a video to promote a discussion with children about home learning [here](#).

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

- Students are expected to engage in all work in a respectful manner
- Engagement during a live lesson will be regularly checked by teaching staff and learning support assistants (LSAs) and/or other staff will make contact home if there are issues

- A register is taken for form time and each live lesson
- Class teachers send a message to absent students after every live lesson
- Student absences are reported by form tutors to attendance after registration
- The attendance team sends a daily email to parents/carers reporting absences
- For students who have missed three or more lessons or form times (on two separate days) over the course of a week, there will be a phone call home
- If engagement does not improve HOY to direct Education Welfare Officer (EWO) to make contact and if necessary follow up with a home visit
- Students with 100% attendance will also be contacted weekly in recognition of their excellent engagement
- Parents and carers can also make contact with their child's head of year if there is a query about attendance

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

Our approach to feeding back on student work is as follows:

- Students will receive regular feedback on their work; assessment and feedback can take many forms and may not always mean extensive written comments for individual children
- Teaching staff will also use such as verbal questioning, quizzes marked automatically via digital platforms, or whole-class feedback on tasks that have been completed which are all valid methods of assessment for learning
- Written comments and targets on uploaded class and homework – returned via Google Classroom
- Student engagement is reported to parents through heads of year and from tutors weekly
- Weekly attendance rewards for 100% attendance (for more prolonged closures only)
- Summative assessments and tasks may be set remotely for each key stage during specified assessment weeks with submission and feedback via Google Classroom; mock examinations will either be delivered using the Inspira assessment platform or in school adhering to social distancing
- Termly progress reports are issued as usual. During prolonged periods of closure, the reports are updated to reflect the subjects students are studying remotely; they include current attainment grades as normal as well as a 'Participation in Remote Learning' indicator of 1-5 for each subject (1 being excellent)

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:

- Students with SEND continue to be supported by learning support assistants (LSAs) during their live lessons and independent tasks
- Students with access arrangements to be given access to those during assessment weeks
- The school SEND department will remain in contact with families; the school SENDco is Mrs Dancy a.dancy@nhsg.org.uk

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?

Teachers teaching lessons in school will post all work covered on the Google classroom

Students self-isolating at home will be expected to complete the work, providing they are well enough to do so.