

Remote Learning protocols-information for parents

Work set- student expectations:

Individual students:

When a student is absent from school because of COVID-19 the first thing we will establish is if they are well enough to complete work:

- If not; no work will be set.
- If they are isolating because a family member has tested positive or if they are asymptomatic then they will complete work. For an absence of up to 14 days, in most cases, we will not request work to be sent in. They will then liaise with their teachers on their return.
- If a student is off for a period of more than 14 days, they will submit their work through ClassCharts as requested.

Whole school / year group lockdown:

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in history, Year 9 students should learn about the Holocaust in the Spring term. This is not appropriate for remote learning. The decision was made to reorder the history curriculum to allow Year 9 students to study this at a later date on their return to school.

In the event of a year group having to learn remotely or a whole school lockdown, the work will be set through ClassCharts and submitted on the dates requested. The work set for students will be via ClassCharts but may require access to other online learning platforms. If these are used, staff will be expected to ensure their students know how to use the resource or can provide them with clear instructions on how to use them.

Students will access the work they need to complete via ClassCharts. This is the resource that students use to establish what home learning tasks they are required to do for each subject. All students have a login and are familiar with this resource. **(ClassCharts log in and password queries should be directed to Mrs Murray, nmurray@marywebbschool.com)**

When setting work for students, teachers will ensure there is a means of communication available for students to access support from them. In most cases, students will be expected to upload their work onto ClassCharts so teachers can provide feedback via that site. However, it may be appropriate in some subjects for work to be emailed to a teacher. *It is a student's responsibility to alert their class teacher and form tutor to any issues in communication.*

Teachers will, where appropriate use PowerPoints with a voiceover to start a lesson or a topic. This has been developed from our review of 'lockdown learning'. This has many benefits: it enables a teacher to explain and model work in a way that is familiar to students, it may provide some students who are reluctant to work with an impetus to get started. It may also provide some continuity to those students who are missing school and the sound of their teacher's voice. There may also be work set which requires student to log in to other platforms specified by their class teachers. These may include generic websites, which are not subject specific (such as those listed below), or dedicated subject websites, such as MyMaths. These sites will provide bespoke materials and support for students. Key Stage Four students have been given workbooks in a variety of subject areas, they also are able to access online textbooks for some subjects. Again, this is a result of the review of online learning. These will all be utilised by staff to support students learning.

When work is set on ClassCharts there will be an indication from the teacher of how long they expect that work to take. This will be in line with their normal curriculum time. Broadly this means students will be set work for five hours per day. If a student finishes the work earlier than expected it would be useful for you to discuss with your child what they have done to gauge their effort and understanding. However, the time set is a guide and we know that some students may finish earlier.

Students are expected to complete all tasks set by their teachers to the best of their ability. Extension tasks and opportunities to further learning *are not an expectation of all students but they can be accessed by all students* and attempted where appropriate. These tasks are **not** included in the time allocation of tasks set on ClassCharts.

If your child completes the work set, or if you would like to explore other learning options the links below provide opportunities for our learners:

- <https://www.bbc.co.uk/bitesize/levels/z4kw2hv>

This takes you to a menu with all the secondary options on offer, there are a range of resources for your child to explore.

- https://www.youtube.com/channel/UC4KN50fal7f45fx2DqG7ttg/playlists?view=50&sort=dd&shelf_id=5

BBC-produced videos useful for consolidating knowledge or investigating new areas of learning.

- <https://app.senecalearning.com/courses?Price=Free>

Some subjects may have provided links to these resources, it is free and has links to all subjects at KS3 and 4. your child should sign up as student and will be able to learn and complete quizzes.

For our Key Stage Four students if they complete their work they should take the opportunity to consolidate their learning to make sure it 'sticks'. Revision methods will have been shared with them but here are a few activities they could have a go at if they are unsure:

- Cue cards: easily made at home, a question on one side and answer on the other, students can test one another or siblings/parents/carers
- Designing a quiz: once again, they test one-another or siblings/parents/carers
- Condensing their notes: turning a page into a paragraph, a paragraph into a sentence, a sentence into keywords/diagrams

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:

- If the work was submitted via ClassCharts, the feedback will be posted on ClassCharts. Students will be able to access this as soon as it is 'live'
- If a student has completed a quiz or a test on Educake, Seneca or Oak National Academy they will receive a score, they may be asked to inform their teacher of their score
- They may receive 'whole class' feedback this will be an opportunity for the teacher to share examples of good work and explain the features of a successful piece of work

We anticipate that feedback would be received by students in line with what they would normally expect from their subject teacher. There would be feedback given after 3 hours of lesson time.

An established routine is essential for students to be able to work productively. One of the first things we expect from students is to organise their day to ensure that they have enough time to complete work to deadlines, but also to allow them to do things that they enjoy. We know many of our students will be able to organise their day effectively but also, we recognise that some may need additional support. The following link contains guidance from the Education Endowment Foundation on how to support your child with managing their day.

https://www.marywebbschool.com/wp-content/uploads/2020/04/Supporting_home_learning_routines_-_Planning_the_day.pdf

After reflecting on our experience of the first lockdown we have introduced an online registration every morning through Microsoft Teams. This will support your child by ensuring they are up and ready, it also allows the form tutor to 'check in', pass on any messages and address any concerns there may be about remote learning.

Students have been told a useful tool to help them plan their day is their school timetable This is on ClassCharts and in their planner. We encourage students to try to keep school hours where they can, allow themselves breaks and then they should have time to relax in the evenings and on the weekends.

One of the most important features of remote learning is for a student to be able to have a space to work. They may wish to work in their bedrooms however, it is probably not the best place. We recommend that they are at a dining room or kitchen table, somewhere without distractions but within your sight so you can keep an eye on them and support their efforts when needed.

One element of their day we would encourage you to support and plan with them is time to read. This happens within school regularly and we continuously stress the significance of not only being able to read for exams but also the pleasure and comfort one can get from a good book.

All students have access to myON which provides them with books to read which can be matched to their latest reading level, <https://www.myon.co.uk/login/index.html>.

As previously mentioned sometimes it is not what your child reads but how you can interact with them, questioning them about the book, comic or even an instruction manual.

If your child does not have, or is struggling with digital or online access at home please contact Miss Pugh (KS3) or Mr Jervis (KS4)

We recognise that some students, for example, 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 an EHCP are entitled to come and work in school
- Students with additional needs will be monitored closely by members of the Personalised Learning Department.

I would like to take this opportunity to thank you for your support with your child's learning. We at Mary Webb believe that by "working together we will ensure success for all".