

Remote Learning Plan



Remote education provision: information for parents

This Document should be read in conjunction with the Ash Manor School Remote Learning Policy that provides greater detail on the school's strategic approach to remote learning. Parents should also refer to the letters sent out by the school relating to remote learning that can be found on the website.

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?

- In the event of the school being open and a student needing to self-isolate then the teachers will provide, on that evening the resources and activities that the class in school accessed. The school's approach is that this will be done via a voice-over presentation.

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?

- We teach the same curriculum remotely as we do in school as we value a broad and balanced curriculum that enables our students to realise their full potential.

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 and 4	A minimum of 300 minutes a day in line with the students' normal timetable. It may be that students are expected to complete more than this in line with the school's homework policy
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Accessing remote education

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

Online learning will be accessed through the SMHW (satchel one) platform which can be accessed online or through a personalised app.

Individual teachers and departments may decide to choose other online resources and live learning platforms but they will be directed through SMHW.

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:

- Parents should contact agarland@ashmanorschool.com if they have no access to the internet or require further IT support.
- The school has a laptop loan agreement that parents and students sign if they have indicated a need to borrow a device to access on line learning.
- All work should be accessible without printing. Any physical paper resources or materials such as exercise books will be available for collection from the school office or delivered to students. This will depend upon the lockdown restrictions in place.
- In the rare occurrence of students not having online access it will be arranged for work to be dropped off in the school reception and necessary quarantine procedures put in place.

How will my child be taught remotely?

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

- The majority of remote learning will take the form of voiced presentations by staff. These give high levels of quality exposition. Students are also able to progress through their learning episodes at an appropriate pace.
- Students will be expected to submit their work through SMHW to gain effective feedback from their teachers.
- All students will receive some elements of “live lessons”. These will be delivered via zoom or teams and the following expectations will be in place:
 - Students should log onto the session using their forename and initial and no nicknames.
 - Cameras should be switched on.
 - The teacher will record the live session for safeguarding purposes and store it in our secure drive, before deleting it from the device on which it was recorded.
 - We ask that students take care to ensure that they are appropriately dressed.
 - Please remember that other member of the household can be heard and potentially seen on the session.
 - Please support your child in selecting an appropriate background for the call by either considering where in the family home it is best to make the call from, or by ensuring that a suitable background is used from the menu in either Teams or Zoom.
 - The usual high standards of expected conduct still apply online.
 - Your child should not take any screen shots or capture any images from the live lesson.
- Live teaching will only be used when the teacher believes that it will support the progress of the students and will only take place in line with a student’s timetable
- We do not believe that 100 minute live learning episodes are effective – our aim is to produce resilient learners and this requires independent work to be completed.
- Each student will receive 20 minute live tutor time (during lockdown). This will support students’ pastoral curriculum.
- When restrictions allow and the majority of students are allowed to attend school teachers may provide some work packs for specific students. These will be designed for specific student need.

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?

- We expect all students to engage with all the remote learning set, whilst understanding that students may engage at times outside their normal timetable.
- We expect parents to support, as much as possible, their child's remote learning through positively reinforcing the need to complete work and offering as conducive a learning environment as possible.
- We expect an open dialogue with parents and any concerns should be directed through the contact details on the website and those circulated to parent.

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

- Teachers will check on a daily basis if students have engaged with the remote learning and contact them via SMHW if this is not the case.
- All teachers will record individuals who are not engaging with learning and parents will be informed by email.
- Continued non engagement will lead to the House team or the school's Safeguarding Team contacting parents to discuss the concerns.

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 pupil work is as follows:

- The school will predominantly use written feedback through SMHW.
- Teachers will select appropriate times in the blended learning episodes to offer live feedback using either zoom or teams.
- Assessments will take place remotely and students will be expected to complete these in exam and timed condition and then returned to school in line with the information provided for the specific assessment.
- The school will continue to report to parents in line with the school's normal policy.

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:

In this section, please set out briefly:

- Any vulnerable student will be offered a place in school during a lockdown.
- Any student with SEND who is self-isolating will be supported by the SENCO and the Learning Support team. This may be through the means of one to one remote support or teachers' planning for quality first teaching.

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?

If this is the case the student will still have access to all the learning material and resources from the lesson. Ash Manor's approach of a voiced over version of the lesson ensures that students who are self-isolating have the disruption to their learning minimised.

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