

## **Rickmansworth School remote education provision: information for parents**

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

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

### **The remote curriculum: what is taught to pupils at home**

#### **What should my child expect from immediate remote education on the first day or two of pupils being sent home?**

Staff teach the same curriculum remotely as we would in school. Generally, lessons are 'live', online lessons with face to face interaction with the class teacher. This provision is in place from the first day of remote education.

In the event of extended closure, Heads of Department will review plans for curriculum to ensure that our teaching is accessible and suitable for students to access remotely. As an example, department leads may change the order in which topics are studied to enable students to work most effectively. Consideration and future planning will always ensure that if resequencing should occur, the full programme of study will still be taught.

### **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:

<b>Secondary school-aged pupils not working towards formal qualifications this year</b>	Year 7,8,9,10,12 8:40 – 3:15 6 hours (55 minute break)
<b>Secondary school-aged pupils working towards formal qualifications this year</b>	Year 11,13 8:40 – 3:15 6 hours (55 minute break)

### **Accessing remote education**

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

Students access live lessons via their Google classroom. Students have a classroom for each of their subjects and simply click the 'meet' link that is at the top of the screen.

Lessons will be taught in accordance with the normal, face-to-face student timetable.

Students login to Google classroom using their usual school email address and password. If any student is unsure of this login address, please contact the School reception or the relevant Director of Learning, for support in accessing Google.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

If any student has issues with accessing online learning, please make the relevant Director of learning aware as soon as possible. We have a small number of devices that we can loan to families, should they require them. Contact should be made via email to the School or by calling reception.

### **How will my child be taught remotely?**

If your child has been sent home as part of an isolation group due to 'close contact' they will join all their lessons live and these lessons will be delivered in a 'blended' way by teaching staff (those students in the classroom are taught face to face, with activities planned and instructions given for the students who are working at home).

If the School is closed to students, teachers will deliver their full timetable as 'live' lessons, with all members of the class being taught via Google classroom and work being submitted and assessed online.

These lessons may be supported by reference to the following:

- Textbooks or reading books that students have at home
- Websites that supplement teaching of specific topics e.g. BBC Bitesize
- Other educational platforms such as Maths Watch and GCSE Pod, that the School subscribes to.

### **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?**

Parental support:

In order to support staff in the delivery of remote education, we ask that you:

- Ensure that your child attends all their online lessons
- Discuss the work set and completed and ensure this work is submitted, as instructed by staff

- Ensure their child adheres to the usual standards of behaviour and conduct outlined in the School Behaviour for Learning policy and the [Behaviour for Learning Policy Addendum on COVID 19](#) and does not disrupt the learning of others.

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

#### **Engagement Monitoring**

1. All lessons and form time are registered on a central database.
2. The database is monitored daily by subject and pastoral staff.

#### **Engagement Concerns**

1. Class teacher to monitor attendance patterns for their subject and to contact home if appropriate by email or telephone.
2. Form tutors will contact home by telephone for students whose engagement is a concern across a range of subjects.
3. The Director of Learning will contact home by telephone for students whose engagement is a significant concern across a range of subjects.
4. After school catch up classes on return from lockdown for students with poor engagement

### **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:

#### Methods of marking and feedback:

- Students should be asked to submit evidence of their work once per cycle. The format of this work can be dictated by the class teacher. This could take the form of a Google doc, a completed Google quiz, pictures of work in exercise books, revision notes etc.
- Formal assessment should take place as per the Feedback Policy (one formative and one summative assessment per half term, or every 15 lessons in high frequency subjects).
- Feedback on formative assessments can be provided in a variety of forms, including whole-class feedback, verbal feedback comments, feedback video with model answers. Any feedback on formative assessment will provide students with the opportunity to reflect on their knowledge and skills and address misconceptions before they complete summative assessment.
- Summative assessment should be completed once per half-term. This will be teacher marked and consist of a fully in-depth assessed piece of work, essay or end of unit test with written feedback for which students receive a grade or KS3 assessment indication (Emerging - Mastery).

- Teachers will utilise available technology to provide their feedback, through Google comments for example or through a subject specific digital platform such as Mathswatch.

### **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:

1. All children with an EHCP have an offer to be in school and are expected to be in school. This supports them to access their online lessons. Parents are strongly advised to send their children into school, but their views and needs are fully supported.
2. Some parents of children with an EHCP have decided to keep them at home. They are supported with a minimum of a weekly phone call or email. This can be more frequent as the need arises. The SENDCo has told parents that they can contact her at any time. Contact with parents will focus on wellbeing and the support needed for their child to fully access online learning alongside their peers.
3. Students with an EHCP who were in receipt of 1:1 support sessions will be offered this remotely.
4. All meetings are going ahead as planned, but remotely using Google Meet.
5. There are some students who receive SEN Support in school but do not have an EHCP. All parents have been contacted by the SENDCo to check on any issues arising and to encourage the parents to contact the SENDCo should they need to.
6. Intervention groups for literacy that would have been running for year 7 and 8 are being held virtually by an LSA and the SENDCo for 30 minutes, weekly. All parents of children involved have been emailed and the students invited to a Google Classroom to access the Google Meet. The aim of the session is to complete a small literacy task, to support wellbeing and address any issues arising.
7. Support gained from specialists (e.g. Hearing impairment teacher, educational psychologist, Communication and Autism Team) will continue as necessary, but may be held remotely.
8. Parents will be signposted to helpful resources to support their children at home.

### **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 slightly from the approach for whole groups. Lessons will be 'blended' with students joining their live lesson and perhaps having some modifications to the tasks and activities that they complete at home.

**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

If a student is self-isolating we will:

- Allow them to join 'live' lessons via Google classroom, with some adjustments made to the tasks given and the format of activities, to reflect the fact that the student is working at home.
- Set work that can be completed at home and will ensure that resources allow students to access this work.
- Provide feedback on any work submitted via Google classroom at the same frequency as we would if the student were at school.