

Hope Valley College

Remote learning commitment

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Author: R Beeden, Assistant Principal

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Chorus Education Trust

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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 or, where individual pupils are self-isolating.

Key terms

Face-to-face teaching: classroom based teaching where students and the teacher are in the same room

Live teaching: on-line teaching that is taught ‘live’ via an online platform (Teams at HVC).

Blended teaching: on-line teaching that is taught ‘live’ via an online platform (Teams at HVC) with some students in the classroom.

Remote teaching: This is setting and marking work using assignments in Teams. This could include pre-recorded lessons.

The remote curriculum: what is taught to pupils at home

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

During the first day or two of remote education your child will be able to access their learning using Microsoft TEAMS.

- Students will access live lessons using Teams that will be taught in line with the school timetable.
- Students can access the live lessons from their calendar or school email.
- Teams can be used on a PC, laptop, tablet or smartphone.
- Assignments may be set via Microsoft TEAMS.
- Work set will be a variety of assignments and tasks aligned to activity in school. Resources could include PowerPoints, pre-recorded instruction, work sheets etc.
- Students will be invited to hand in assignments to their teachers via TEAMS to check how well they have engaged and progressed independently. Feedback and guidance will be provided as needed.
- Year teams will make contact at least once a week to support student well-being.

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 wherever possible and appropriate. However, we have made necessary adaptations in some subjects.

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: 5 hours per day
- Key Stage 4: 5 hours per day

Five 1-hour lessons per day as per the usual timetable, plus independent study where directed by the teacher.

Accessing remote education

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

Pupils will be set tasks and assignments via Microsoft TEAMS for each lesson that they miss. This will follow the school timetable.

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:

- We have a limited number of laptops that we can loan to pupils who do not have a suitable device at home. Please use the link below to request to borrow one:
- If your child or children are unable to access their online learning please contact dpetts@hopevalley.derbyshire.sch.uk who will be able to discuss the various options e.g. 4G routers or providing a device.

How will my child be taught remotely?

Remote learning will, where possible, be set by your child's usual teacher who know him/her. Teachers have been encouraged to ensure where possible some of each lesson is direct teacher input (live stream, video or voiced power-point) with an accompanying task to do for the remainder of the time.

Work set will be a variety of assignments and tasks in line with the usual planned curriculum.

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

- Live teaching via TEAMS (but this may not be appropriate for all lessons).
- Video lessons (made by the teacher or an on-line provider).
- Power-point or voiced over Power-Point made by teachers, or commercially produced.
- Subject specific on-line learning platforms like SENECA Learning, Kerboodle, Oak Academy etc including video clips and tasks.

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?

- Students should log on to TEAMS every day at the school start time and then follow the instructions for each lesson on their timetable that day.
- Registers will be taken, and we will monitor attendance and engagement.
- Parents should try to support their child by providing a calm work space and encouraging good routines for learning that mirror the normal school day.
- Pupils should submit their work as per the teacher instructions – this should be at least once per week but could be more often depending on the frequency of the lesson. Work will predominantly be requested via the assignment in TEAMS. Work completed on paper can be photographed and uploaded

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

- Teachers will direct students to submit/hand in completed work on a regular basis. This may take the form of an assignment in TEAMS, an online quiz to check the week's learning, an image of work completed on paper, work submitted via a commercially available subject specific platform (often providing automatic immediate feedback) or participation in a live Teams lesson.
- Teachers can also check student engagement with TEAMS assignments as they can see whether it has been viewed, and when work has been handed in.
- Teachers will complete a register for each lesson to identify attendance to either the live lesson or pupil viewing the assignment.
- School will send a notification to parents and carers where registers indicate students have not logged on to TEAMS during that day.
- Where engagement is a concern the year team will notify parents. Barriers will be identified, and plans put in place to overcome them, whether they be motivational, pastoral, cognitive or technology based. Appropriate school staff will be deployed to support the student and the family to re-engage the student as soon as possible.

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:

- Teachers will make sure that students can hand in and get feedback on specific pieces of work they have completed. For subjects with multiple lessons per week, a piece of work for submission will be set at least once a week that students can receive feedback on. For subjects with 1 or 2 lessons a week, this may only happen once a fortnight.

- This may be a task that is auto-checked on an online platform or similar, but teachers will return student work with feedback via TEAMS to let them know they have seen their work, how they got on and offer any guidance as needed.
- Alternatively, teachers may follow up with the whole class in a subsequent lesson through modelling or sharing exemplar work or re-teaching aspects of content.

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:

- School will make contact with all pupils with SEND during school closure.
- Reasonable adjustments will be made in respect of what each pupil can realistically achieve in the allotted time during the day.
- Work set by teachers will be differentiated in the usual way to meet the needs of all the pupils in the lesson in the usual way. This may be through questioning in live lessons or amendments to tasks set.

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?

- Students will be set a learning activity for each lesson that they miss by their own subject teacher.
- This will be set via TEAMS at the time of the scheduled lesson or as soon as possible afterwards.
- Work set will be a variety of assignment and tasks aligned with the lesson in school. Resources could include PowerPoints, worksheet and in some cases may be a live lesson via a TEAMS meeting.
- Learning will continue for the rest of the class in school and may not be re-visited at a later date so students are expected to engage with the work set (as well as any home learning set Via TEAMS) if they are well enough to do so.
- Pupils should hand in their work via TEAMS.