

Remote Learning at George Mitchell School during periods of school closure

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

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?

Pupils will be given details to log on to various online learning platforms, depending on their year group. In the primary, this will be Tapestry, Class Dojo or Google Classroom. In the secondary, pupils will access work through Google Classroom and Satchel One (Show My Homework).

During the first few days of remote learning teachers will make initial contact with pupils through these platforms or via school email addresses.

Children of key workers and vulnerable children will receive face-to-face teaching.

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 where possible but some practical subjects such as PE will have to adapt their teaching to fit a remote platform.

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:

Primary school-aged pupils	KS1 – 3 hours per day KS2 – 4 hours per day
Secondary school-aged pupils not working towards formal qualifications this year	KS3 and KS4 – 5 hours per day Live lessons for KS4 will take place at the same time that timetabled lessons take place in school.
Secondary school-aged pupils working towards formal qualifications this year	KS3 and KS4 – 5 hours per day (these are the minimum requirement as set out by the DfE)

The remote education provided will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently

Accessing remote education

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

Early Years – Tapestry

Primary – Bug Club, Class Dojo, Mathletics and Google Classroom (year 6)

In the Primary, children with EAL, SEN or low attainment will have live lessons and phone calls home to listen to the child read.

Secondary – Google Classroom and Satchel One/Show My Homework mainly

Live lessons will be delivered using Google Meet, Zoom or Microsoft Teams

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 will regularly monitor pupils' engagement with learning and communicate with parents where children are not engaging with online learning. Where this is due to a lack of access to digital devices the school has a small number of digital devices that can be lent to students.

School leaders will contact families to discuss this further. If you have not been contacted by the school, please contact either the school office or a phase leader or learning leader in the first instance.

The school has a small number of dongles and Vodafone data cards that can enable an internet connection at home. Families requiring support with connectivity should contact the school as above.

The school can also provide printed materials needed if families do not have online access. Access to printed materials should be discussed with the class teacher, phase leader or learning leader in the first instance. Hard copies of work can be submitted to either the primary office or the secondary office with the teacher's name clearly marked on the first page.

How will my child be taught remotely?

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

We will use a range of approaches to teach pupils remotely:

- online platforms (Bug Club, Mathletics, Tapestry, Class Dojo, Google Classroom)
- live teaching (online lessons) for KS4 and in some subjects in KS3.
- 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 pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or structured internet research activities which are assessed.

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?

It is imperative that pupils receive the highest quality of remote education possible in order to ensure that they continue to progress and achieve accordingly as soon as we return to face-to-face lessons.

In the Primary, all pupils are expected to engage with remote education. Some families who find this especially difficult are invited into school for 3 hours per day as 'educationally vulnerable'. We call parents and make home visits to ensure all are engaging and are currently creating physical resource packs for the younger children who find digital learning hard.

Class Dojo is used to post and receive work each day and to communicate with families. Tapestry is used in EYFS for the same purposes.

In the Primary, children are set a daily maths lesson (using White Rose) a daily English lesson and weekly projects for other subjects. They are also set a daily physical activity, twice weekly assemblies and optional challenges. Children are additionally encouraged to use Mathletics and Bug Club to read and revise mathematical concepts.

Primary teachers are offering live meetings and workshops to answer questions and provide feedback. They provide phone calls and live lessons for children who are current very low attainers.

Physical resource packs, exercise books and paper work are available for all children who cannot engage digitally, or to supplement their online learning.

All students in year 10 and year 11 will receive live-streamed lessons where possible. This means your child will need to log on to Google Classroom and join a live lesson **daily** which will be scheduled at the normal time, following their standard school timetable.

It is particularly critical for year 11 to attend all remote lessons as, given GCSE exams will not take place in the usual way, teachers are likely to be making a predicated grade to submit to the exam board, that will be used to award the final GCSE grade. For this, teachers will need to provide **evidence based on online engagement** as well as previously covered work. If a student is not attending live steamed lessons, this may significantly affect the GCSE grade that they are awarded. This may then limit the college options for your child. In order to ensure the highest GCSE grade, please ensure you son/daughter is completing all online work set and to the highest standard. Our staff are on hand to support your child, 1-1 if need be, at any time.

Students in years 7, 8 and 9 may also receive some live lessons alongside a variety of other work set including extended project work, which was a particular success during the first lockdown.

Supporting your child

We understand the considerable pressures and stresses that lockdown brings for families and we would like you to know that we are here for you if you need us. It is very important you are aware of the work set for your child and that you ensure that they access the work **every day**.

It is also very important for your child to have a **structured routine** at home, with set times for studying and set times for relaxation. In order to maintain positive mental wellbeing habits, we would actively recommend building in short breaks during longer periods of study and also having at least 2 hours a day away from a screen (iPads, TVs, phones, computers). **Please construct a study plan with your child and help them stick to it.**

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

In the Primary, teachers monitor and provide feedback on all work submitted as soon as possible. They call or otherwise contact families to go through work and to ensure understanding.

Secondary teachers will monitor completion and submission of work on a weekly basis and make contact with parents and carers where pupils are not engaging in learning, either by telephone or email. In addition, registers will be taken for all live lessons and shared with middle leaders at the end of each week so that they are able to see who is or is not attending. Therefore parents may also be contacted by a Head of Department or a Head of Year.

We will carry out regular engagement surveys to gauge learning across year groups. Where pupils are not attending, families will be contacted via phone to discuss reasons for this and what the school can do to support.

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:

- Use of min-whiteboards in live lessons
- Random selection – asking a question and selecting a student.
- Whole class feedback
- Individual feedback on submitted work
- Quizzes marked automatically through digital platforms
- Submission of individual written/typed assignments

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:

Our SENCOs and teaching assistants will contact SEND pupils' families regularly to gauge their engagement with online learning. Teaching assistants will be responsible for key pupils and make weekly contact to ensure they are making progress in their learning. In the secondary, teaching assistants will be inviting SEND children into school on a weekly rota to offer face-to-face support.

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?

Pupils will follow the same curriculum as pupils in school. Lessons and resources are uploaded weekly to Google Classroom. Completed work will be submitted via Google Classroom and assessed.

Printed home learning pack may be provided where families are unable to access remote learning online.