



Minerva
Learning Trust

Remote Learning Guidance for Parents and Carers

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1. Remote education provision: information for parents/carers

This information is intended to provide clarity and transparency to students 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 students are self-isolating.

2. The remote curriculum: what is taught to students at home

A student'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 students being sent home?

During the first day or two of remote education your child will be able to access their learning in the following way:

- Teachers will set students' work on Microsoft Teams and students will be able to work independently from this platform.

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 needed to make some adaptations in some subjects.

- Practical subjects such as PE, Drama, Art, Dance, Technology and Music have maintained the teaching of their curriculum in terms of key concepts and knowledge but have had to make some adjustments to the practical/skills-based elements due to the obvious absence of equipment, people and space. This has meant being incredibly creative and where possible, providing students with equipment at home.
- The SMSC curriculum has been adapted to support content which can be delivered remotely. More sensitive content will be delivered in the classroom when students return.

3. 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 students broadly the following number of hours each day. The Statutory minimum number of hours is four hours in secondary schools:

Key Stage 3	5
Key Stage 4	5
Key Stage 5	N/A

4. Accessing remote education

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

All students have Office 365 accounts and are able to access this, free of charge, when working from home. All work will be set on Microsoft Teams. Outlook (email functionality) will also be used to support students' learning where appropriate. Where Asynchronous teaching is taking place, Microsoft Stream is used and the link uploaded to Microsoft Teams for students to access. External learning platforms, such as Oak National Academy, Hegarty maths etc., may also be used to complement learning. Where this is the case, links will continue to be uploaded into 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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

1. IT advice and support to ensure devices at home can be used to access lessons live e.g. phone, tablet, consoles.
 - Check the online support videos on the school website <https://ecclesfield-school.com/curriculum/remote-learning-september-2020>
 - If you still need help, contact our IT Support Team: itsupport@eccoschool.com
2. In some cases we are able to offer support through loaning a device such as a tablet or laptop. We have limited devices available and will prioritise vulnerable children and/or those who have no other means of accessing lessons. Pastoral leaders will support with this process.

Please contact school reception 0114 2461156 if you do not have access to email. If you do have access to email, please contact:

 - Year 7: Bev Foster bfoster@eccoschool.com
 - Year 8: Janet Brown jbrown@eccoschool.com
 - Year 9: Tony Cater acater@eccoschool.com
 - Year 10: Lynn Travis ltravis@eccoschool.com
 - Year 11: Jem Stevens jstevens@eccoschool.com
3. We have a very limited number of WiFi devices available to loan to families who have no alternative access to the internet. *Please note that at present we are applying for more WiFi devices from the Department for Education but have distributed all of the devices allocated.*
4. We would like to make you aware that staff will not be able to provide paper copies of work. We have been working hard as a staff to be ready to teach online and have asked teachers to devote their time to planning online lessons, because we know that is the best way to deliver the full curriculum and ensures that students do not fall behind.
5. Where families and school are concerned about the wellbeing of students, we may be able to offer a place in school so that students can access remote learning and

support in the school building. Places are limited due to staffing for Key Worker groups. Please contact your child's pastoral Leader to discuss any concerns.

How will my child be taught remotely?

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

Please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- Live teaching (online lessons). A minimum of approximately 40% (across the fortnight) in each subject will be delivered live.
- Recorded teaching (e.g. video/audio recordings made by teachers using Microsoft Stream and other learning platforms such as Oak National Academy lessons,)
- Independent work and practice. Where this takes place, and as per students and staff timetables, the child's teacher will be available to support students' learning.
- Use of the school website.
- Textbooks and reading books pupils have at home.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

5. 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?

All staff in school are working hard to adapt teaching and tutor resources suitable for remote learning. Our aim is to mirror a students' school timetable to ensure that all students can continue to learn and make progress.

Students are expected to be online and access their lessons as prescribed by their school timetable. You will find a copy of this in the student planner.

Students will be routinely reward for their positive engagement via class of the week nominations, Teaching and Learning certificates, Year group shout outs and entry into the celebration assembly prize draws held at the end of each half term.

Inappropriate online student conduct will be reported and followed up as per the schools COVID addendum to the behaviour policy.

Across the school week there will be four tutor time sessions which will include a Year group assembly, SMSC and S.O.D.A tutorial alongside of a year group quiz.

The main focus of the tutor period is to allow students to check in with their form tutor, check the welfare of students and maintain contact. Our priority is to support students' emotional health and well-being and the tutor programme has been adapted to do this.

Parents and carers should provide support for their child by:

- helping to organise their child's school day and week. The student planner can be used to support parents and carers to do this.
- talk to your child out their work and discuss any issues / concerns. Please get in contact with the pastoral team or subject teacher to discuss any issues you can not resolve at home. Our school website offers lots of useful information to support families.
- try to ensure your child plans rest breaks in the day, gets some exercise and plans time away from screens.
- keep to routines in the school week making sure that your child gets enough sleep between online learning.

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

Attendance to tutor time and remote learning will be monitored everyday by the pastoral team. Students engaging well with remote learning will be praised and rewarded using the school rewards system. We realise the importance this has helping to keep students engaged and well-motivated.

In the first instance where there are issues with student engagement to remote learning the classroom teacher will make contact either by email or by telephone. Contact will have been trigger either because a student has not attended all the remote lessons or that work has not been submitted.

These will be supportive conversations aimed to unpick the barriers to engagement, focussed on how to access the work via Teams or clarification of the work / assignment.

Where students do not engage with remote learning or miss multiple sessions and are jeopardising their learning and progress the Pastoral team will be in touch. The pastoral team will contact students, parents and carers to explore the barriers and put measures in to place. This may involve a mentoring session, offer of a placement in school, daily / weekly check in, signposting to resources and external agencies.

Contact will take the form of a phone call followed by an email or letter if we are unable to speak directly to the student parent / carer.

In some cases where we have had no contact over a week with a student and their parent / carer we will conduct welfare calls to the home.

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 student work is as follows:

- The principles of our school Live Feedback policy are the same in an online classroom. When teaching live, teachers should check for understanding and address misconceptions live in the lesson. This will be addressed in the lesson as well as follow-up lessons and subsequent schemes of learning.
- Whole class feedback will be given on a regular basis and this will be either verbally or via written comments on Microsoft Teams and Assignments.
- Where appropriate, individual written feedback might be given to further support students' learning. This will be via Microsoft Teams.
- Remote learning may fall within a DART (directed assessment recall time), in this case the assignments will be organised remotely.
- Before assessment cycles, teachers will provide students with revision skills to support recall of previous information.
- After assessment cycles, individual feedback will be given to students on Microsoft Teams.

6. Additional support for students 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 students, for example some 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:

We will work with families to deliver remote education for students with SEND by implementing the following –

1. SEND Helpdesk
 - We're setting up a SEND Remote Learning Helpdesk – parents will be emailed details of how to access this and information will also be published on our school website once it's up and running.
2. In-class support
 - Our Learning Support Assistants will be supporting some students in live remote lessons, similar to the way they would in normal lessons.
3. EHCP Students
 - Where families have chosen not to take up offers of a place in school, virtual in-class support is offered.
 - Students offered a place in the Hive where remote learning can take place with the support of the team, and any other additional interventions or support can take place.
4. Live Read Write Inc lessons
 - Students will continue to receive their RWI lessons remotely, as they would other lessons.
5. Lexia
 - Students will receive remote Lexia sessions – this will involve checking in with a member of staff and completing the work online as they normally would.

6. Support in the Hive

- Identified students provided with support in our Hive provision. This will usually be to follow a programme of personalised support.

7. In-class support for key worker students with SEND

- Learning Support Assistants will provide in-class support to students who are completing their learning in the key worker classrooms.

8. Social, Emotional and Mental Health interventions

- We are providing Social, Emotional and Mental Health interventions for students in key worker rooms who may be struggling and are identified as vulnerable.

9. Immersive Reader

- Guidance to students and parents provided in how to access Immersive Reader when using Microsoft applications (including Teams, which all remote learning is delivered through). This will support students who experience visual stress and SpLD in particular.

10. Top Tips for Teachers

- We've provided teachers with 'Top Tips' for supporting students with SEND whilst learning is remote. These tips include handy reminders about pace, allowing students processing time, expectations, checking readability of resources, pre-teaching vocabulary, checking and consolidating the learning, and making use of additional support such as the Learning Support Assistants.

7. Remote education for self-isolating students

Where individual students 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 students both at home and in school.

- Students self-isolating due to Covid are entitled to high quality remote education that mirrors work that is being missed in school.
- Remote learning will be set on a weekly basis for individual students who are coded X for absence.
- For 'individual' absence, teachers will be expected to set work once per week (this could be multiple learning activities at once to avoid the duplication of emails and to support workload). Work will not be set on a lesson by lesson basis but there should be enough work to ensure students can work independently.
- The work set will be linked to the curriculum and will cover the same curriculum content being received by students in school
- Work will be set for each year group/subject at the start of each week and uploaded onto Microsoft Teams, into the class which has been set up or emailed to the student.
- Staff will make sure that students can submit and get feedback on any work they have completed during their absence. Feedback will be given to students either on Microsoft Teams or verbally when the student returns to school (dependent on how long the absence is). This can be also be a task that is auto-checked on MS Teams.