

## **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 where national or 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 should access work via Ark Spark platform or refer to work set on online platforms (Hegarty maths, Tassomai, MS Teams or Satchel One).

### **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. For example, it is not possible to teach group reading sessions in the same way and so these sessions will be structured differently.

## **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:

<p>Key Stage 3</p> <p>5 hours of learning + tutor time each day</p>	<p>Students will follow their normal timetable from 8.45am-3.25pm.</p> <p>Morning settler session 8.45am-9am</p> <p>Lesson 1 9am-9.50am</p> <p>Lesson 2 9.50am-10.40am</p> <p>Break 10.40am-10.55am</p> <p>Lesson 3 10.55am-11.45am</p> <p>Lesson 4 11.45am-12.35pm</p> <p>Tutor time 12.35pm-1.10pm</p> <p>Lunch 1.10pm-1.45pm</p> <p>Lesson 5 1.45pm-2.35pm</p> <p>Lesson 6 2.35pm-3.25pm</p> <p>Extra-curricular 3.25pm-4.15pm</p>
<p>Key Stage 4</p> <p>5 hours of learning + tutor time each day</p>	<p>Students will follow their normal timetable from 8.45am-3.25pm</p> <p>Some students will be invited to intervention sessions during extra-curricular (3.25pm-4.15pm), these are compulsory.</p> <p>Morning settler session 8.45am-9am</p> <p>Lesson 1 9am-9.50am</p> <p>Lesson 2 9.50am-10.40am</p> <p>Break 10.40am-10.55am</p> <p>Lesson 3 10.55am-11.45am</p> <p>Lesson 4 11.45am-12.35pm</p> <p>Lunch time 12.35pm-1.10pm</p> <p>Tutor time 1.10pm-1.45pm</p> <p>Lesson 5 1.45pm-2.35pm</p> <p>Lesson 6 2.35pm-3.25pm</p> <p>Extra-curricular 3.25pm-4.15pm</p>

## Accessing remote education

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

Pupils need to know their school email address and password. This will allow them to access MS Teams which is the platform that live lessons are delivered through.

Other tasks and access to recorded lessons is via Satchel One which is also accessed using their school email account.

Maths teachers will be using Hegarty maths to set tasks. If students do not know their logins, they can let their teacher know and they will reset them.

Maths teachers will also be using Eedi which is an online platform for quizzes to assess how well the students have retained the key knowledge from lessons. If students do not know their logins, they can let their teacher know and they will send to them.

There are support guides to help students and parents understand how to access the online platforms which we use. These can be found on our online learning page on our website.

## **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 of ALL students have been contacted by tutors / heads of year regarding their digital circumstances at home. A priority order was constructed for distribution i.e. those students qualifying for devices based on background followed by those students whom have no access to devices at home followed by those students sharing devices. We are nearing completion of the distribution of these devices.

Tutors have regular contact with their tutees / parents and where circumstances change this information is passed on to Z Morgan (Assistant Principal) who is coordinating device distribution.

Ark Schools have provided Ark Charter Academy with additional devices to those allocated by the DfE to ensure that we are able to provide all students with a device enabling them to work from home.

As part of the strategy outlined above, Ark Schools is deploying approximately 9,000 devices in addition to those from the DfE with the goal of supporting key examination groups and to support students lacking devices at home for learning beyond the classroom.

As with the device distribution, information regarding internet provision at home was collected and where we have parents indicating internet as the issue dongles have been issued to support students with engagement with the online remote teaching strategy Ark Charter Academy is offering.

Tutors maintain regular contact with parents and therefore as circumstances change, these issues can be escalated to Z Morgan to assess suitability for dongle distribution.

Whilst we are in the process of distributing both DfE and Ark devices students have been given the opportunity to attend Ark Charter Academy in a designated date and time slot to collect remote working packs. Whilst the aim of these is to support with online learning they are also allow for independent work whilst devices are distributed.

With both the DfE and Ark devices we are confident in stating that our students would be able to access our online work submission platforms such as Satchel One (Formally Show My Homework) and Microsoft Teams assignment function to submit their work. However as a contingency plan, with the previous lockdown we operated work pack return slots where students would drop off completed work as they attended school to collect additional work.

We would reintroduce this strategy should circumstances change for our students / we were unable to provide digital means to access work.

## How will my child be taught remotely?

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

- Live teaching (online lessons)

This approach is used by the majority of subjects

- Recorded teaching

This approach is used by KS3 Art and Music for some lessons as these teachers are supporting our on-site provision. Recorded teaching will also be used if your child's teacher is unavailable and their class cannot be combined with another being taught the same subject during that lesson.

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

This approach is used by KS3 Drama and PE (and KS4 core PE) as these teachers are supporting our on-site provision. These resources are set as tasks on Satchel One.

## 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?

#### 1. Establish routines and expectations

It is important to develop good habits from the start. Create a flexible routine and talk about how it's working over time. Help students get up, get dressed and ready to learn at a reasonable time. Everybody make your bed! Keep normal bedtime routines, including normal rules for digital devices.

#### 2. Choose a good place to learn

Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that's dedicated to school-focused activities. Make sure it is quiet, free from distractions and has a good internet connection. Make sure an adult monitors online learning. Keep doors open, and practice good digital safety. Our teachers, counsellors and safeguarding teams will do the same.

#### 3. Stay in touch

Teachers will mainly be communicating regularly through our online platforms and virtual learning environments. Make sure everyone knows how to find the help they need to be successful. Stay in contact with classroom and support teachers, school leaders and counsellors but understand it may take a day or two for us to respond. If you have concerns, let someone know.

#### **4. Help students 'own' their learning**

No one expects parents to be full-time teachers or to be educational and content matter experts. Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice. At Charter, your child usually engages with others students and any number of adults hundreds of times each day. Many of these social interactions will continues from a distance, but they will be different. You cannot replace them all, and that's OK.

#### **5. Begin and end the day by checking-in**

In the morning, you might ask:

- What classes/subject do you have today?
- Do you have any assessments?
- How will you spend your time?
- What resources do you need?
- What can I do to help?

□ At the end of the day you might ask:

- How far did you get in your learning tasks today?
- What did you discover? What was hard?
- What could we do to make tomorrow better?

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

- Teachers will take their registers as normal and you can view your child's attendance using the My Child At School (MCAS) app.
- If your child is in Year 10 and Year 11, you will be contacted by their teacher if they miss a lesson. This may be via text, email or phone call.
- If your child is in Year 7, 8 or 9, you will be contacted by your child's tutor each week. They will discuss any concerns regarding how your child is engaging with their work.

### **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:

We will use a range of methods to assess students' work and provide feedback including:

- Quizzes set during the lesson which the teacher will provide whole-class feedback on. These will take place during most lessons to ensure that all the students have understood the new learning taking place in the lesson.
- Quizzes set through MS Teams, Satchel One or Eedi which are marked automatically. These will take place at least once a week.
- Assignments which are set through MS Teams or Satchel One which the teacher will feedback on. Subjects using assignments will normally set them at least one a week or at the end of a unit of work.

## **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:

- All EHCP students remaining at home have been sent a bespoke support package with easily accessed activities that will continue to provide them with the support that they would normally receive within school.
- The SEND team are offering support via Teams to any student with SEND identified as struggling to either access or engage with live streaming of lessons. This support may include arranging to support in particular lessons, help with accessing lessons, ELSA support via TEAMS and any other SEMH support requested by the parent/carer.
- Any student continuing to struggle with live lessons is offered support via the HOY prior to arranging an on-site visit to help with access.
- Students who need overlays or other supportive materials are able to request these which are then sent 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 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?**

The students who are self-isolating will still follow the full curriculum, but the lessons will be pre-recorded. Teachers will still check on work submitted and provide feedback via the online platforms such as Hegarty maths.

Where workbooks have been provided, we would encourage parents to collect them from school (if possible) to support with their learning.

In the event that a bubble had to be closed, all the students within the bubble would be offered live teaching in a similar approach described above.