

Remote education provision: Information for Parents

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

This document contains the following information:

- Preparing for remote education: Blended Learning Fridays
- The remote curriculum: What is taught to pupils at home
- Remote teaching and studying time each day
- Assessing remote education
- Engagement and feedback
- Additional support for students with particular needs
- Remote education for self-isolating students

Preparing for remote education: Blended Learning Fridays

Elutec Academy has prepared for the National Lockdowns and school closure through the implementation of Blended Learning Fridays.

On a Blended Learning Friday, the entire school community works from home. The purpose of Blended Learning Friday is to identify issues and or concerns with remote learning so that these can be addressed in preparation for school closure.

Blended Learning Friday provides teachers and students with an opportunity to explore different ways of learning in preparation for school closure.

Blended Learning Friday enables support staff to develop strategies to work with students as pastoral leads when the school is closed, this includes ensuring attendance to lessons as well as supporting students who require pastoral care.

The timetable for a Blended Learning Friday is different from a normal Friday timetable to ensure that a range of subjects and teaching staff have an opportunity to benefit from the professional development presented by a Blended Learning Friday.

To facilitate Blended Learning Friday all students are issued with a laptop and charger on the Wednesday preceding a Blended Learning Friday.

Students are required to return the laptop on a Monday following a Blended Learning Friday unless a school holiday will shortly follow the Blended Learning Friday. Where a school holiday follows a Blended Learning Friday students retain the laptop during the holiday period. This supports the students independent learning, and also ensures that all students have a laptop if a National lockdown is announced during a school holiday.

All staff have been issued with a laptop on appointment to facilitate remote learning whilst on-site or at home.

The school calendar identifies the dates of Blended Learning Fridays throughout the academic year 2020-2021. A letter is sent to all Parents at the start of the academic year informing them of key dates. Key dates can also be found on the website.

The remote curriculum: What is taught to pupils at home

The first day or two of being educated remotely in response to school closure will look similar to a Blended Learning Friday but will be different from our standard approach, where we take all necessary actions to prepare for a longer period of remote teaching.

What should my son/daughter expect from immediate remote education in the first day or two of students being sent home in response to government guidance?

All students can expect to be issued with a laptop and charger.

Students in Year 10 and Year 11 can expect to receive a Maths, English and Engineering lesson.

Students in the Sixth Form will receive at least two lessons from two different teachers.

All students will be expected to attend on-line Form time at the start of the day as part of Registration.

Parents will be contacted by phone if students fail to attend registration at the start of the day, fail to attend lessons during the day and if students repeatedly “drop-out” of lessons.

Vulnerable students and their parents can expect contact from a member of the pastoral team.

Students may receive handouts of work to complete to support remote lessons.

Following the first few days of remote education, will my son/daughter be taught broadly the same curriculum as they would as if they were in school at the Elutec Academy?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations to accommodate the challenges of learning remotely, (namely sitting at a computer screen for hours on end).

We follow the same curriculum; however, we have adapted the length of the day. Students follow their normal timetable up until lunch time. This means that in some subjects students will receive the same amount of curriculum time as normal and in some subjects they may receive less curriculum time than normal.

In one or two subjects (e.g. GCSE resit Maths and English), the timetable has been changed to ensure that the subjects receive some curriculum time.

Remote teaching and studying time each day

How long can I expect my son/daughter to complete the work set by Elutec Academy each day?

Year 10 and 11 students can expect to be in lessons from 8:30am – 1:00pm each day.

Year 10 and 11 students can expect at least two hours of homework each day.

Year 12 and 13 students can expect at least two hours of teaching each day (subject to their normal timetable) and at least two hours of homework per subject/teacher each day.

Accessing remote education

How will my child access any online remote education Elutec Academy is providing?

Microsoft Teams

There will also be subject specific on-line learning platforms. Please refer to Appendix 1 for a detailed outline.

If my son/daughter does not have online digital access at home, how will you support them to access remote education?

All students will be issued with a laptop to use during the period of remote learning.

Students without online access will be issued with a Wi-Fi dongle.

There will be access to IT support for students experiencing difficulties. Access to IT support will be arranged through the pastoral support team. Students should inform their Form tutor in the daily morning registration if they are facing difficulties.

How will my child be taught remotely?

Elutec Academy uses a combination of approaches to teach students remotely. Appendix 1 provides a detailed outline of individual subject approaches to remote teaching. All subjects use the following approaches:

Remote learning is through Microsoft Teams where learners can access resources that are uploaded on Files; these also include differentiated resources.

Remote learning is supported by PowerPoints.

Students are provided with textbooks and reading books to use at home.

Microsoft applications and on-line learning platforms are used to support teaching and learning.

Students are set assessment tasks to measure their levels of understanding and progress. Teachers provide verbal and or written feedback to students regarding completed assessment tasks.

Engagement and Feedback

What are your expectations for your son/daughters engagement and the support that we as Parents and Carers should provide at home?

We expect 100% attendance from all students.

All must register each morning with their Form tutor.

Students and or parents will be contacted by phone, on the day, if students are absent (have not arrived at morning registration).

Students are expected to attend all their timetabled lessons up to lunchtime. If students do not attend their lessons, or “drop-out” during the lessons, students and or parents will be contacted by phone.

We expect parents to support the remote online education by ensuring that their son/daughter is at their laptop in readiness for morning registration each day.

We expect parents to inform us if their son/daughter is absent.

Parents will be invited to an on-line meeting with an appropriate member of staff if their son/daughter has poor attendance or of they are failing to make the expected progress.

How will I check that my son/daughter is engaging with their work and how will I be informed if there are concerns

Attendance to remote learning is monitored daily. Students and or parents are contacted by telephone if a student is absent.

Individual subject teachers monitor students level of engagement during lessons. The pastoral team are alerted if a student “drops-out” of a lesson, fails to complete set work, is not engaging or is absent from a lesson. The pastoral team follow-up the alerts by contacting parents.

If a student is a concern because of lack of engagement or progress, a member of the Extended Leadership Team will organise a meeting with the parents to outline the concerns and agree ways forward.

Parents will be contacted by phone. If phone contact is unsuccessful, parents will be sent an email and or a letter by school EComms.

How will you assess my son/daughters work and progress?

Assessment 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:

Question and answer sessions during the remote lesson.

Quizzes during the remote lesson and or during independent study time.

Scan/photograph completed work and email to individual subject teacher for marking and comments.

Using assessment tools as part of Microsoft Teams: Class notebook, assignments.

Additional support for students with particular needs

How will you work with me to help my son/daughter 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:

Teachers will differentiate their lessons and resources appropriately to ensure they are meeting the needs of all students in their classes.

All pupils with SEND have a pupil passport which outlines their main barriers to learning and appropriate strategies for teachers to use in their teaching.

The engagement of pupils with SEND in online learning will be monitored by the pastoral inclusion team and, where a pupil is identified as having difficulties, regular telephone calls will be made to parents (and students where appropriate) to support and help them to overcome any specific barriers to learning. These calls will also be used to support the emotional health of pupils and general wellbeing.

All SEND pupils are provided with resources such as laptops and accessibility apps to support online learning within lessons.

Parents are given guides that offer a range of support, for example Digital Wellbeing focusing on Mental Health and Mindfulness. Families are signposted to websites of external agencies, the local offer and charities for particular areas of need such as Dyslexia, Dyspraxia, Autism, ADHD and Social Emotional and Mental Health Needs.

Members of the Pastoral Inclusion Team will be available to both pupils and parents via email and telephone throughout any school closure. All pupils vulnerable will be offered a place in school and will continue to receive support.

Teaching staff receive regular CPD, advice and guidance regarding strategies to support remote learning for SEND students as we learn more throughout the pandemic.

Further details on strategies used to support SEND students can be found in Appendix 1.

Remote education for self-isolating students

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 son/daughter is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Students will be provided with resources to complete independently by their subject teachers.

Where possible and appropriate, students will join the class lessons remotely.

Students and their parents will receive regular contact from the pastoral inclusion team to ensure engagement and progress, and to address any concerns.