Rawmarsh Community School Remote Education Provision

Remote education provision: information for parents

This information provides clarity and transparency to students and parents or carers about what to expect from our remote education provision.

This guidance applies in the event of local restrictions requiring entire cohorts to remain at home or in the event of a student self-isolating.

The remote curriculum: what is taught to students at home

Students will follow their existing curriculum in line with their school timetable. All students should log on to their lessons that will be taught via Google Meet following their normal timings of the day.

Where any adaptations are required, suitable alternatives will be provided; a common alternative may be a recorded lesson uploaded to Google Classroom. Examples where alternatives may be required could include specialist technology lessons or P.E. lessons.

We will ensure that, where alternatives to live lessons are required, these will link as closely as possible to the existing curriculum.

Remote teaching and student expectations

While at home, students are expected to follow their existing timetable.

That means they should be up and ready for school work to begin in line with their start and finish times. Lesson timings for each year group are in the table below.

Year	Period 1	Period 2	Break 1	Period 3	Break 2	Period 4
7	8:50 am - 10:10 am	10:20 am - 11:30 am	11:30 am - 12:00 pm	12:00 pm - 13:20 pm	13:20 pm - 13:50 pm	13:50 pm - 15:00 pm
8	9:00 am - 10:10 am	10:20 am - 11:30 am	11:30 am - 12:00 pm	12:00 pm - 13:20 pm	13:20 pm - 13:50 pm	13:50 pm - 15:10 pm
9	9:10 am - 10:10 am	10:20 am - 11:30 am	11:30 am - 12:00 pm	12:00 pm - 13:20 pm	13:20 pm - 13:50 pm	13:50 pm - 15:20 pm
10	8:50 am - 10:10 am	10:20 am - 11:30 am	11:30 am - 12:00 pm	12:00 pm - 13:20 pm	13:20 pm - 13:50 pm	13:50 pm - 15:00 pm
11	8:40 am - 10:10 am	10:20 am - 11:30 am	11:30 am - 12:00 pm	12:00 pm - 13:20 pm	13:20 pm - 13:50 pm	13:50 pm - 15:10 pm

As lessons are taught remotely through Google Meet it is essential students have excellent punctuality to ensure lessons start on time.

Each morning teachers will email the Google Meet invitation to students so that they can log on and participate in the lesson. Attendance is recorded as normal.

How long should students be working for remotely during the day?

As our remote learning is taught via Google Meet, there is no significant difference between working expectations on site or at home.

Students join their classes online and work along at home for the full lessons, taking their breaks as they would in the school day.

Where alternatives are set, for example in PE, students should work independently for around one hour per lesson.

Accessing remote education

How will students access our online remote education?

At Rawmarsh, we use **Google Classroom** and **Google Meet** to ensure that students can follow their normal curriculum and timetable remotely. All subject classes have their own Google Classroom. For each student, these can be accessed through their School email account at **classroom.google.com**

All lesson resources are uploaded onto each student's subject Google Classrooms, including instructions for completing work remotely. In addition, all students have access to live lessons which they can access through:

- An email sent directly to students each morning with a Google Link to access live lessons

- Their Google Calendar

- Google Classroom

During live lessons, students should complete work as normal. All students participating in live lessons have the option to participate verbally or by using the 'Chat' function. Students may be being taught as part of a complete live lesson or a blended lesson; where students are taught both in the classroom and remotely.

All students have had training on how to access and participate in their remote Google Meet lessons.

How will we support students who do not have digital or online access at home, 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:

- When a student is isolating, we check their access to IT equipment and WiFi. All students, prior to being sent home, are asked if they require additional support to help.

- We have recently received our DFE chromebook support and are therefore in a position to loan a chromebook device to any student who does not have IT equipment.

- Internet access may also be provided where needed. In most cases, this will be available to collect on the first day of isolation.

- If printed materials are required, we will ask parents to collect these from reception where able, or we will deliver these to the home if necessary.

How will students be taught remotely?

To ensure consistency the vast majority of our lessons will be taught via Google Meet. That said, we use a combination of the following approaches to teach students remotely:

- live teaching (online lessons) will be the main method for ensuring students do not fall behind their peers, and that they have access to high quality teaching of the curriculum in line with their normal timetable.

- in some instances, recorded teaching will be used (e.g. video/audio recordings made by teachers with explanations of content and activities). These recordings will be uploaded to Google Classroom for students to access.

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

- textbooks and reading books students have at home.

- extended project work, particularly in the case of coursework based subjects.

Engagement and feedback

Expectations for student engagement and support that parents and carers should provide at home?

We expect all students to engage with the work provided and complete their work in accordance with the teacher instructions. Full attendance to all live lessons is an expectation.

We appreciate the support of parents in ensuring students complete the work, and return it to their teachers. In some cases, this will mean prompting and reminding students. Work will be planned so it can be completed independently with teacher support.

Staff will be in touch with parents if there are concerns over missing work, or a lack of engagement with the lessons.

How will we assess student work and progress?

Feedback will take many forms and may not always mean extensive written comments for individual students. 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 students work is as follows:

Feedback may take many forms, but will include:

- Written comments on students' work.
- Verbal voice notes left on student work.
- Digital answers provided from quiz work
- Answers provided to check progress during live lessons.

Additional support for students with particular needs

How will we work with parents and carers to help students who require additional support 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:

- Teachers will work hard to ensure the work they set for pupils with SEND is appropriate, and where possible, can be done with the teacher support online, or as independently as possible.

- Teachers will inform parents of any particular support their child may need.

- Key Workers will check in with students and parents where further support is needed.

- Teaching Assistants will, where possible, support remotely

- When necessary, well-being check in from key worker, e.g. school counsellor, TA, inclusion mentor

- Ensure all students receive an enhanced provision through a variety of approaches such as:

  - Differentiated resources to support literacy tasks, e.g. versions of texts, visual aids, vocabulary mats, writing scaffolds and frames.

  - Additional support resources shared via google classroom with the lesson slides.

  - Modelling of how to use the additional materials, e.g. a writing scaffold made available during the lesson.

  - Lessons recorded so students can revisit and overlearn key concepts – these could be indicated in a summary of main points/plenary activity.

  - Relearning opportunities, e.g. low stakes quizzes

Virtual Learning Enhancement Opportunities

How will we support students in knowing more and remembering more through homework and testing?

As part of each subject's curriculum, we know that homework and testing can play a vital role in helping students build on their learning, revise content they have covered in lessons, and identify skills or content they need further support with. We will continue to provide these enhancement opportunities through:

- Subject specific videos that recap content and skills taught in lessons.
- Multiple choice or short answer quizzes that test each student's understanding of the content and identify any misconceptions.
- These quizzes will be on a number of different platforms such as Google Quiz, Educake, Seneca and Sam Learning.
- students will receive immediate feedback, allowing them to see where they have understood the content/skills, and where they need additional support.

- Teachers given immediate feedback that guides their planning and allows them to put specific support in place for each student.

Each subject area will email students with the video and quiz links, setting deadlines for when they expect them to be completed.