Template for schools: share information about your remote education

This optional template is designed to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education. The information should be published on school websites by 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

This is intended as an example template and school leaders can choose to use the most appropriate format for their setting. We recognise that not all questions will be relevant to your particular school and there may be additional information you wish to include. For example, special schools may want to include additional questions around access to wider support services that children and young people would normally receive in school, such as therapy sessions.

Schools can find further help and support on how to meet the expectations for remote education via the remote education good practice guide and school-led webinars.

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 who are sent home from school will follow the lessons set by teachers on ItsLearning. This is the remote learning platform that we use at KJS. The pupils will follow the same timetable that they would if they were in school, using the resources that teachers have put on ItsLearning. At KJS we use a blended approach to remote education, so pupils will be taught using a variety of live, pre-recorded and lessons with tasks set for pupils to undertake independently. If pupils have their exercise books they should continue to work in their books, unless the activities that the teacher sets requires them to use different materials. Pupils can message their teachers for support using the chat room on ItsLearning. On their return to school, any work that pupils do at home must be brought back into school for teachers to assess their learning.

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. Our curriculum is carefully sequenced and planned, so if pupils are at home then they will follow the same curriculum as if they were in school. This means that on their return to school, they will have developed the same knowledge and skills at home to be able start lessons back in school. However, we have needed to make some adaptations in some subjects. For example in

- PE - KS3 & Core Year 10 – Students are unable to participate in practical lessons in a range of sports, as they would if they were in school. However, students have access to a PowerPoint from the Head of Department (with voiceover) in every lesson. Along with a weekly theme (motivation, innovation, determination, relaxation etc.), this provides weekly workouts, fun challenges and other ideas on how to keep physically active. The aim of our remote curriculum is to promote a healthy active lifestyle and help students to keep as active as they can. Pupils are encouraged to communicate their weekly goals with their PE teacher and join in group discussions around exercise and well-being. There is currently no PE being set for core Year 11. Exam classes in key stage 4&5 are studying the theoretical element of the course

- DT students will be studying those parts of the curriculum that don't require specialist technology or practical applications as students do not have access to software, tools or machinery at home.

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:

Key Stage 3 and 4	5

Accessing remote education

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

ItsLearning is the digital platform that KJS use for the delivery of lessons and assessment. We use Zoom to deliver live lessons and pre-recorded lessons are also used as part of our blended learning approach. We also use estream, senecalearning.com, Oak National Academy and BBC Biteszie which can all be accessed on the school website. In addition to this, we use a variety of exam board websites, apps and online resources and quizzes such as socrative.com and quizlet.com. All these can be accessed via the lessons set on ItsLearning. Some subjects use subject specific online resources such as Corbett Maths, MusicFirst and Everlearner in PE. In most subjects, at key stage 4&5, students have access to text books, ebooks, revision guides and workbooks. If students do not have access to a text book then pdf copies of the text is available on ItsLearning.

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:

If your child does not have digital or online access at home you should contact school on its@king-james.co.uk to request support. Dependant on demand and your circumstances we can lend an appropriate device, help with internet connection by providing a 4G router and may be able to help with increased free mobile data allowances. See this link for further detail regarding the DfE help with technology scheme.

https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19

The Department for Education (DfE) is providing a range of support to schools, colleges, academy trusts and local authorities through its Get help with technology programme.

On the rare occasion that a solution to technical issues cannot be found we can provide access to printed materials, these can be requested by contacting admin@king-james.n-yorks.sch.uk or ringing reception on 01423866061. You will then be contacted

How will my child be taught remotely?

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

At KJS we believe in a blended approach to remote education, so that our students engage in high quality lessons which use a variety of live and pre-recorded lessons. A combination of the approaches listed are used across key stages.

- live teaching (online lessons). We use Zoom to deliver live lessons

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- materials produced by teachers (e.g. workbooks, worksheets)

- textbooks, revision guides and reading books pupils have at home – at key stage 4&5 students have access to textbooks or ebooks and revision guides. If students do not have access to a text book then pdf copies of the text is available on ItsLearning

- exam board websites and workbooks tailored to specific exam boards

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

- many subjects are using a range of revision apps and websites to support with student recall of knowledge

- long-term project work and/or internet research activities. The only subjects that are setting project work are Art and DT

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?

Online learning is now not an option, but an expectation, as it would be if school were fully open and students were expected to come to school and attend lessons. We therefore expect students to access ItsLearning on a daily basis and to engage with all of the work set so that they can continue to develop and consolidate their knowledge and skills whilst studying remotely. Students should refer to their ItsLearning calendar' commencing with any form time activities and then work on subjects throughout the day following their normal timetable as far as possible.

The KJS values of being ready, respectful and engaged apply now more than ever before and we ask for parental support in helping to instill these. Students need to; be in a routine and **ready** to engage with and follow their timetable each day, be r**espectful** by meeting our expectations around conduct and behaviour and, to be **engaged** by participating with and completing all work asked of them

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

Pupils engagement with ItsLearning will be monitored daily by the Pastoral team in each year group. Frequency and timings of individual student 'log ons' will form a report distributed each day to the year teams and all anomalies followed up with home. Subject teachers will monitor student participation with online learning each lesson and provide positive or negative feedback via MCAS when relevant. In addition, the submission of completed set work will also be monitored to determine engagement levels. All concerns will be followed up accordingly with home and solutions to any persistent issues will be sought and put in place to support the student.

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:

The key principle of our school assessment policy is to use responsive teaching, summative and formative review, throughout all key stages. Retrieval practice, which is the act of recalling information with little or no support, is at the centre of our practice. Our students are provided remotely with low stakes testing opportunities, verbal feedback, written feedback, live marking, whole class feedback and some individual feedback as they would in the school setting. We also continue to provide summative assessments when appropriate. We use ItsLearning to give written or verbal feedback. We also use Zoom to give instant feedback via questioning while live lessons are taught. At key stage 4 & 5 some subjects use zoom to give one to one tutorials, particularly when assessing coursework and practical work. The frequency of feedback will vary dependent on the subject and topic being taught.

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 students with an Education, Health and Care Plan are offered a place in school and can attend in-school provision.
- Students with an Education, Health and Care Plan and those with a range of additional needs have an assigned Key Worker who maintains regular contact with the student and parents to support learning and well-being. This supplements the support offered by subject teachers and the form tutor.
- Depending on need, some students have 1:1 support delivered either remotely or face-to-face in school by a member of the Learning Support Team. Some students are supported through provision of a personalised Curriculum, tailored to meet their individual needs.
- Where appropriate students are offered the use of a laptop to enhance their access to learning.
- Parents of students with SEND can contact the Special Educational Needs Co-ordinator via e-mail for guidance and 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?

All subjects set lessons for students to follow on ItsLearning. If students are self - isolating, they will follow their normal school timetable, but remotely. All subjects will set work which follows the in-school curriculum, so that students are taught the same planned and well sequenced curriculum. Most teachers will not do live lessons because they are teaching in school at the same time. Students will be asked to bring work into school for their teachers to check their understanding and will give them feedback which might be verbal or written. If students are self-isolating for longer periods of time then some teachers might ask for work to be submitted for assessment.