

# Summary of our Remote Learning Provision

Mayflower High School

January 2022



## **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?**

Students will be set consolidation work by individual subject areas via the schools chosen remote learning platform (Google Classroom) based upon work they have been studying in those subjects. These will be in line with the timetable the students would be studying on these 2 days.

### **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, Core PE and Lifeskills will not feature in the timetable for online remote education.

Practical subjects such as Science and Design and Technology, and subjects where often expensive bespoke software is required such as Computer Science, will have adaptations to their normal curriculum delivery.

Students will follow their daily timetable of 5 lessons from 9.10-15.15 as per a normal school day (timetabled Core PE and Lifeskills lessons notwithstanding)

## 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	5 hours of work per day, set in line with their normal curriculum timetable
Key Stage 4	5 hours of work per day, set in line with their normal curriculum timetable
Key Stage 5	5+ hours of work per day, set in line with their normal curriculum timetable

In all key stages, normal homework time will be incorporated into the lessons set online, so some of the remote learning tasks may take longer than 1 hour.

## Accessing remote education

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

All tasks set will be set on our usual virtual learning platform Google Classroom.

A video user guide for students and parents is available on request.

For any new students to the school, log in credentials can be requested via the 'contact us' page on the aforementioned school website.

Any students who have forgotten their password can request it be reset via the Students>Homework tab on the school website [www.mayflowerhigh.essex.sch.uk](http://www.mayflowerhigh.essex.sch.uk)

## **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:

Laptops and Chromebooks are available to lend to students who fall into vulnerable groups. For more information about this policy please contact the school via the 'Contact Us' section of the school website.

Vulnerable students and the children of key workers are offered a place on our onsite programme of support.

Printed copies of work are available to collect from the school office if required

Students who cannot access online services to submit work can submit hard copies of work via the front office

## **How will my child be taught remotely?**

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

Across all subject areas and key stages we offer a variety of approaches to our remote learning provision these include:

- Morning tutorial/registration sessions via Google Meet
- Live teaching (online lessons and support sessions) via Meet within Google Classroom.
- Pre-recorded lesson content produced by our own teaching staff on site, including video content, and narrated presentations.
- Pre-recorded lesson content produced by 3<sup>rd</sup> parties (such as YouTube and Oak Academy)
- Commercially available websites supporting the teaching of specific subjects or areas, including, but not limited to Seneca, Quizlet and GCSEPod.

## **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?**

We expect all students to be present in the daily morning registration sessions.

We expect all students to engage with the work set by all subject areas, including submitting work by the deadlines set by the subject teacher.

We expect parental support with ensuring that their child/ren are up and ready to work and are engaging actively with the work set.

Any parents who are struggling with maintaining these routines, or has any concerns about their child/ren should contact their child's year manager for support.

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

Subject teachers will report daily on students who fail to engage with lesson content, or who hand in assignments without uploading the work expected.

Parents will be informed of this within 24 hours via the Frog Parental Engagement Portal 'Behaviour points' (details of how to access this are available to download via school website under the tab Parents>Attendance, Behaviour and Reporting).

Non-attendance at daily registration sessions will be monitored by year managers who will then, in communication with parents follow up any concerns

Students who are causing a concern due to regular non engagement will be contacted weekly by year managers.

## **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:

Students will have feedback from subject areas in line with the normal marking policy for that subject area, which may mean that not every single piece of work submitted will have detailed feedback, but the submission of all work will be acknowledged.

Students will have bespoke individual feedback on their work submitted online via Google Classroom, this will take the form of written feedback or recorded voice notes.

Students may have additional feedback provided by self-marking quizzes on sites such as Seneca and Quizlet.

## **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:

We contact parents/carers to provide technical support if required. In addition, staff make contact with students offering support with structuring their day and any subject specific support where required.

Where those students need enhanced support we maintain the in school provision for students with an EHCP, those children of critical workers and other vulnerable categories.

Identified students are provided with print outs of work.

Identified students receive printouts or are set tasks that focus on their needs and ability.

## **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?**

Where possible provision for students self-isolating will be in line with the content provided to their peers in school. This will be delivered via the methodology outline previously in the document.

However, it must be noted that on the first day of self-isolation there may be a delay to the provision of remote learning content.

No live lesson sessions or live registration period will be provided to students self-isolating.