

## Remote learning update for parents – February 2021

### Our blended approach to remote learning

In line with influential studies on remote learning published by the Education Endowment Foundation, Ofsted and research schools, we believe that good curriculum design and strong teaching are more important than the mode of delivery of remote education. A blended approach of live teaching, pre-recorded content and quality resources enables us to focus on the importance of sequencing the curriculum, practice, retrieval, feedback and assessment, thereby teaching students as effectively as possible during periods of remote learning. We have set out this approach on our website. [Link here](#)

Now that we have run with this blended approach for half a term and in light of some constructive feedback from parents, students and teaching staff, we are making a few minor changes and offering a few clarifications so that the system is as transparent and easy to follow as possible for students and parents/carers.

### Lesson times and quantity of work

We have always encouraged students to follow their normal timetable wherever possible, so that they keep a good routine and can access live lessons where applicable. For the purpose of remote learning, the lesson times for all year groups in main school are as follows:

|                  |                   |
|------------------|-------------------|
| <b>Form time</b> | 8.45am – 9.00am   |
| <b>Period 1</b>  | 9.00am – 10.00am  |
| <b>Period 2</b>  | 10.00am – 11.00am |
| <b>Period 3</b>  | 11.20am – 12.20pm |
| <b>Period 4</b>  | 1.00pm – 2.00pm   |
| <b>Period 5</b>  | 2.00pm – 3.00pm   |

Students in years 7 to 11 should be completing 5 hours of work per day, ie 1 hour for every subject they have on that day. Where there are live lessons, or pre-recorded tasks, the amount of time spent on those is included in the 1 hour. Teachers will set extension work to deepen the learning where they think some students might finish before others, but in general students should be spending 1 hour on each subject for every lesson they have and it is fine for students to submit their work at the end of that hour. If your son or daughter is spending considerably less than 1 hour per lesson on each subject then they will inevitably be rushing their work, rather than putting the appropriate amount of effort into it. Where the task is designed to last more than one lesson, the teacher will make it clear to students how long it should take and which lessons should be spent on it. It is, of course, perfectly acceptable for a student to send their teacher a message via Google Classroom if they are struggling to complete the work within the time allocated.

If students are keen to do more than one hour's work on each subject, that is fine of course and teachers will be able to provide work and links to appropriate activities to deepen knowledge. There are also links on the school website to some external educational sites which can help to broaden and consolidate learning, such as Oak National Academy, BBC Bitesize, Seneca and GCSEPod.

### **Setting of work**

Work is set in Google Classroom and will appear to students as an assignment. This will usually arrive on the Google Classroom homepage on the morning of the day when the lesson takes place. We encourage students to complete their work during their normal lesson time for that subject, so that they can access any live learning and submit any work that same day. Nevertheless, the deadline is not set for that same day, as we are conscious that students who are sharing devices at home need chance to access and complete the work.

### **Live lessons**

In some subjects, the live lessons will be happening in the same slots every week, so the clear expectation of that routine will be shared with students. In some other subjects the live sessions may take place in different lesson slots from week to week dependent on where they are of most educational value, but teachers will let students know at least a lesson in advance when the live sessions will be. Live lessons will obviously only be scheduled for a period when the subject is timetabled.

In addition to being informed in advance when to expect a live lesson, there will also be a reminder within the 'Assignment' that has been set for the lesson. Usually the Google Meet code will be shared within the assignment instructions on the morning of the lesson and it will also be visible on the Google Classroom homepage, but if the code is going to be shared immediately prior to the start of the lesson it will be made clear in the lesson instructions how that will be done.

### **Tutor time**

Form tutors have put in place live tutor sessions with their form at least once a week, so that students can catch up with each other and their tutor. There are also pre-recorded assemblies and messages for each year group, so that we can maintain pastoral and wellbeing input and support, as well as sharing important messages.

### **Clear expectations and sources of support**

It is our intention that the information and the systems described above help to provide clarity. We want students to start each morning with a clear picture of how their day looks and where the live lessons are, so that they can learn effectively and complete their work in a timely and considered fashion. We will continue to support students to achieve that.

If students are struggling with their learning, or need some support, there are many people they can turn to, starting with their subject teacher(s) and form tutor. The Covid-19 Wellbeing and Support page of the website sets out other key contacts and sources of support. [Link here](#)

If you have any concerns as parents/carers, please contact your child's tutor or Head of Year in the first instance.