



STUDLEY HIGH SCHOOL
ALWAYS AIMING HIGHER

Remote Education Provision at Studley High School

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.

Statement of Intent:

At Studley High school we have designed remote provision that will ensure the ongoing education of Studley High school's students. Additionally, the well-being of pupils and staff is a significant consideration during the design of our provision. It is recognised that learning gives a sense of purpose and achievement which is good for mental well-being but we also value the wider support that schools offer and have sought ways to achieve this remotely. Our provision aims to provide a well-sequenced broad and balanced curriculum, which allows pupils to make progress while staff and student workload remains manageable.

The school will use Google Classroom to share online content and set work. Students will also be able to submit completed work through this platform.

Studley High school will be proactive in ensuring that:

- Staff have access to Google Classroom for Classes, and that these are set up.
- Students within classes have access to the relevant Google Classes.
- Students will receive Google Classroom refresher sessions in IT lessons and support with this will be available throughout the partial closure.
- Staff are familiar with the main functions of Google Classroom.
- Staff have the ability to host a live tutor time (video and/or audio) with their form either from their classrooms or from home.
- Staff have the ability to pre-record content using 'Loom'.
- Parents and pupils are made aware in advance of the arrangements in place for the continuity of education.

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?

Immediate provision will ensure that all lesson materials (presentations, worksheets etc.) will be available for students to access as soon as is practicably possible. If it is the first day, staff will be

made aware of the absence/lockdown and resources will be posted on Google Classroom by the end of the day. It is always our intention to ensure that students have immediate access to their education.

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, some subjects need to be adapted due to the need of specialist equipment (for example, music, science, technology and PE). These subjects will still cover the curriculum but may have to change the sequence of planned content or change their teaching approach.

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 students broadly 5 hours a day. This is in line with Government expectations. Students will follow their normal timetable.

Accessing remote education

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

- Studley High school uses Google Classroom to provide remote education. All resources will be provided through this platform and students will be able to access this through the school website.
- All students have access to the full Google suite and can therefore use Google docs/sheets etc. to complete assignments and then submit these on Google Classroom. If they have an issue accessing these, work can be completed on paper and photographs of completed work can be submitted instead.
- Teachers will include links to 'Loom' clips and other online content which students will need to watch using a device connected to the internet.

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

Studley High school will try to help students access remote learning as much as possible.

- We have some laptops which we can lend to families. Disadvantaged and vulnerable students are prioritised.
- If you are struggling with internet connection, we have access to several schemes that enable internet connection and we can offer routers or dongles where we feel this is necessary.
- If you do not have online access, the school will provide paper copies of work which will be delivered home. We will also arrange with parents for work to be returned to school.

If you would like to explore any of the options above further, please contact your child's Form Tutor, Head of House or Pastoral Manager.

How will my child be taught remotely?

- Work for all timetabled classes will be set by the class teacher, unless arrangements have been made for shared classes. We will follow the normal school timetable and each lesson will provide an hour of content.
- Work for lessons 1 and 2 should be available by 8:30am. All other lessons should be posted by 11:00am at the latest.
- Teaching will take place via pre-recorded lessons (asynchronous) and all staff will use 'Loom' to provide this content. Loom videos should include teaching of new content and approaches that replicate how students learn in the classroom. The curriculum covered online should be carefully sequenced and individual lessons should chunk information and provide support where necessary.
- Any key resources (worksheets, extracts, revision materials) will be posted alongside Loom clips and students will complete their work on Google Documents or submit pictures of work completed on paper.
- Some other online content, such as 'The Oak National Academy' may be used by subjects to support their online provision.
- If a student is struggling, they are encouraged to message their teacher through Google Classroom for support. These will be responded to as soon as possible.

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 access the work every day and spend one hour on each lesson. We do not expect students to carry on working beyond this, so after the hour is complete, students should submit what they have completed.
- At home, parents and carers should help their child to establish a good routine and check that they are up to date with the work being submitted. Students are encouraged to contact teachers if they need help but they may need support or encouragement at home to do this.
- If parents require more support from school, they are encouraged to email the relevant teachers or pastoral staff.

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

- It is compulsory for students to attend registration at 9:30am every day, unless parents have withdrawn consent for this to happen. When a child does not attend, a text message will be sent home to parents informing them of this. Form time allows students to engage with their tutor and peers. It also gives students the opportunity to discuss any concerns they have with their tutor.

- If students fail to submit online work, this is recorded on ClassCharts. This information is immediately available to parents through the App which all parents are encouraged to check regularly.
- The school will monitor the information recorded on ClassCharts daily. Where we have concerns about a student's lack of engagement, parents will be contacted by a member of staff (teacher, pastoral or senior leader) to check whether any additional support is needed. Any issues will be addressed as soon as possible.

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 receive a whole-class feedback sheet fortnightly to check progress.
- Students will be given opportunities for self-assessment.
- Google Quizzes and other online platforms such as Quizlet and Seneca may be used to provide instant feedback.
- Once per half term, all students will receive individual feedback which will provide 'What Went Well' comments and 'Even better if' statements. It will also include a 'Gap' task to help students address any misconceptions or practise skills.
- Answers will be shared with students so they can check their own learning.
- Google Classroom comments will be used by staff to provide instant feedback where necessary.

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:

- Any child with an EHCP or a child who we feel needs extra support as documented in their passport will be contacted regularly by a Teaching Assistant or the SENCO.
- Where necessary, their provision will be tailored to their needs. This will be in consultation with parents.
- Teachers will access EHCPs and Passports when setting work on Google classroom to ensure students' needs are being met as much as possible.

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?

- Work will be available every day. On the first day of absence, work will be posted as soon as all staff are aware of the absence and are able to post the work needed.
- Some Loom clips will be used by teachers but this may not be possible for every lesson due to them providing face to face education in school.
- Staff will strive to respond to any messages from students but there may be delayed responses due to their commitments in school.
- Students will not be able to attend a live tutor time as this would not be available if the school was fully open.
- All other expectations explained above will be followed.