

# Howden School

## Key Information about remote education



### SECTION 1 - Remote Learning Provision and the Curriculum

#### - Remote learning provision

The information below 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 document.

#### - Remote curriculum: what is taught to pupils at home

- At Howden School we aim to deliver the full Curriculum via remote learning. This will take place within 24 hours of students on site delivery being paused, remote learning will be in place.
- We will always aim for Continuity of Curriculum but there will be times when adaptation to the Curriculum and different methods of working are required. Practical subjects in particular, may need more adaptations.

Remote learning when in a National / Local lockdown is delivered via Microsoft Teams:

- Students will follow their normal school timetable
- Lesson activities will be assigned for every lesson.
- Resources that the teacher is presenting will be saved in the Files Section and the Class Materials Folder.
- Resources for students to complete will be saved in the Assignments Section.

**What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

At Howden School we always aim for the Curriculum to be followed remotely.

**Individual isolation or small numbers isolating** - When the school is open and students are attending lessons on the school site teacher will save all lesson resources in Microsoft teams via the **class materials folder**. This will enable individuals who are in isolation to shadow the curriculum in school.

**When a year group or the whole school is working from home**, teachers will set lesson **assignments** for every lesson on the students timetable. Students should complete the assignments and as above teaching materials will be visible in the class materials folder.

Where students do not have access to Teams, parents/carer should notify the pastoral team. The pastoral managers will print the work from Teams so the same Curriculum can be followed at home.

- **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 where appropriate. However, some adaptations in some subjects will always be required. For example, in Science where we would normally complete a practical experiment, we may now demo this instead. We would do this live via Microsoft Teams or share a high quality video showing the relevant practical. We would still aim for students to have learnt the same knowledge by the end of the lesson.

## SECTION 2 – Lesson times and day structure

- Remote teaching and study time each day
- How long can I expect work set by the school to take my child each day?

At Howden School, we are aiming to set assignment work and/or lessons to cover 5 one-hour lessons each day. The school day will follow as close to the normal structure as possible.

Students may find that lesson materials sometimes take more than the hour set aside for the lesson. If this is the case students should stop working at the end of the normal lesson/school day and have a break from looking at a screen. It is important that student “turn in” work where requested as this will be used to help the teacher spot misconceptions and plan the next lesson to suit the needs of the learners.

If students have work they still need to complete at the end of the normal school day, students should return to the work only after a good break (more than an hour). Additional time spent working through lesson materials should be monitored and a suitable limit for the child should be set.

The time that students spend working in the evening is very much dependent on the individual students but we would recommend somewhere in the ranges set out below as a guide.

Year 7	0 mins – 30 mins
Year 8	0 mins – 40 mins
Year 9	15 mins - 45 mins
Year 10	15 mins – 1 hour
Year 11	15 mins – 2 hours

Remember long term well-being and health will improve student outcomes more than long periods of time completing unnecessary additional work. Shorter periods of higher quality work are far more effective.

Year 11, in particular should plan their time carefully to avoid spending large quantities of time on study that is not required.

**As always work should be interspersed with breaks, opportunities to exercise and time outside where possible and within the Lock down guidance.**

If a parent / carer is concerned about the amount of time their child is spending working, in addition to their lesson, they should contact the Pastoral Team for support.

### **SECTION 3 Accessing remote education**

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

At Howden School online remote learning takes place over Microsoft Teams.

#### **- 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 for a variety of reasons. We take the following approaches to support those pupils to access remote education:

- If the barrier to accessing online learning is the lack of a device, we can issue or loan laptops / tablets to pupils. **The Department for Education issued 8 laptops to Howden School** for this purpose and as such our resources are finite. If you require a device please do contact the school pastoral team and inform them of your requirements. The pastoral team will pass the information onto a member of the Senior Leadership team who working with the IT support team will look to secure a device for you. We aim to resolve these issues swiftly but as you will appreciate there is a very high demand currently.
- When we issue or loan devices, the device will be prepared and set up for use by the learner. This will include relevant software to enable the student to fully access online remote learning.
- Where internet connection is the barrier to learning we may be able to support connectivity through providing routers or dongles. Please contact the school pastoral team and inform them of your requirements. The pastoral team will pass the information onto a member of the Senior Leadership team, who working with the IT support team will look to secure connectivity for you.
- Being a rural school, we know some IT problems, particularly linked to connectivity, will be very difficult to resolve. Please contact the school pastoral team and inform them you require paper based work. The pastoral team will collect paper work and organise a suitable method to deliver this to you in a timely fashion.
- If working on paper, completed class work should be returned to the school so that the teachers can mark the work and offer feedback.

## SECTION 4 - How will my child be taught remotely?

### - Key terms we use to describe teaching and learning

- **Remote education** or **Remote Learning**: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- **Digital remote education**: often known as online learning, this is remote learning delivered through digital technologies.
- **Blended learning**: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class. Blended Learning is also the delivery of remote learning using a range of methods, for example, some live input and some setting of independent tasks.

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

- Live online lessons. At Howden School we ask staff to deliver a maximum of 50% of lesson as live lessons although at time the deliver rate is much higher than this. In practice, the live lessons may range from 10-15 minutes to 50 mins, depending upon the curriculum requirements. Whole lessons need to allow students time to return work as such 50 minutes would be the maximum recommended live time.
- When the live element of teacher delivery does not last for the full 50 minutes, students will be completing independent tasks. The teacher will be available on the chat function, and / or for verbal feedback, so students can check understanding and ask for support.
- Recorded teaching (e.g. A recording made by the class teacher or a recording made available by the teacher. The teacher also may take advantage of other high quality recordings recommended by the DfE, for example Oak National Academy)
- Work sheets, power points or other digital resources
- Quizzes , tests, mini tests set electronically
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – Mymaths, Seneca, Youtube
- Longer project work and/or internet research activities (as would normally engage students in school and be part of the full curriculum experienced when attending school on site.)

## SECTION 5 - Engagement

- **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

### **Student Expectations**

- Students are expected to check their calendar and attend all live lessons, punctually.
- Students are expected to engage with live lessons via discussion and chat during the lesson.
- Students should complete the assignment and "turn in" work where required.
- Attendance and engagement data will be sent to parents / carers once a month.

### Expectations of parental support

- Ensure we have your correct contact details
- Plan and agree a set daily routine
- Ensure students check their calendar twice a day minimum
- Ensure students complete assignments (these appear in the posts for each team)
- Ensure students return work (turn in) when required
- Contact the school if you have any problems by emailing or telephoning the school. Do not comment, either verbally or through the chat function, on Microsoft Teams.
- Ensure your child is available for lessons from 8:45pm to 2:30pm

## **SECTION 6 How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

Below is a list of the routines, systems and check we currently have in place.

- A register is kept for each lesson.
- The assignment function enables teachers to see student engagement. Teachers can monitor when and if students have viewed the work. Teachers can monitor how often students return completed work.
- Teachers identify student who need support each lesson through monitoring progress during lessons and from monitoring assignments.
- Subject leaders and Pastoral Teams will analyze data weekly, generating priority contact lists and rewards lists.
- Attendance and engagement data will be sent to parents / carers once per month during lock down.

If a student does not attend or complete work we will...

- Firstly, teachers contact the student first via Microsoft Teams.
- Secondly, the teacher will arrange to send parents/carers a message via school comms or email.
- Where there are repeated concerns, Pastoral Managers, Learning Managers or teachers will contact parents / carers directly to discuss non-attendance / lack of engagement, with the aim of increasing engagement and removing any barriers.

If a student attends and they are engaged in remote learning we will...

- Teachers offer feedback and praise via teams following the school assessment policy.
- Teachers, year teams and pastoral managers reward effort, hard work, engagement and high quality work on a weekly basis.
- Each week we will use the student nomination systems to nominate student for the achievement draw.
- We will provide certificates for outstanding work.

## SECTION 7 – Feedback

### - How will Howden School 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:

Types of feedback;

- Verbal feedback in live lessons
- Feedback via chat functions in the lessons – Written, emojis, likes etc
- Self-assessment when answers/model work is shared in lesson
- Self-marking quizzes – Forms / Kahoot etc
- Other online resources – Mymaths / Seneca
- When students “turn in” assignment work, the teachers may offer brief written feedback or detailed feedback, as appropriate to the type of task. Feedback will be offered via Microsoft Teams or email if the work was submitted using that method.

How often pupils will receive feedback on their work

- The school assessment policy sets out that student should receive detailed feedback twice per half term.
- Feedback in lesson, via remote learning, is to a degree dependent on engagement but we will aim to praise all engagement in live lessons.
- Written feedback from assignment will be the norm and student will receive feedback based on assignment work on a regular basis.



## **SECTION 8 - 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:

- Clear instruction will be provided
- Work set will be age and ability appropriate
- Students will be expected to work in their normal method of working
- Tasks will be structured and lesson support available
- Contact/Communication with home to offer support and trouble shoot issues will be a regular occurrence
- There will be a dedicated point of contact for each year group – Pastoral manager
- Different methods of remote learning may be appropriate and if so they will be made available
- Some freedom of choice will be offered
- Places in school will be available for students who have an EHCP.
- Teaching Assistants will be available to support students with SEND.
- The SENCo will be available to discuss individual SEND issues

## SECTION 9 - 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?**

At Howden School we always aim for the Curriculum to be accessible to follow remotely.

When the school is open and students are attending lessons on the school site teacher will save lesson resources in Microsoft teams via the class materials folder. This will enable individuals who are in isolation to shadow the curriculum in school exactly.

In this case students should work in their exercise book, on paper or digitally. This work should be handed into the class teachers when the student returns to school to be assessed and to access feedback.

If a significant proportion of the class is isolating and the rest of the class is attending school, a teacher may choose to deliver the content live to all students, if that is practical and appropriate.