

Remote Education Provision: Information for Parents



Introduction

This information is to provide clarity and transparency for students and parents or carers about what to expect from remote education, if restrictions require entire cohorts to remain at home. For details of what to expect if individual students are self-isolating, please see the final section.

The Remote Curriculum

We will use Microsoft Teams as our primary mode of delivery for the setting of assignments and other work. We use several other online educational websites and students are given details of how to access these by the class teacher on Teams. Links will also be provided in Teams. Any student, parent or carer who needs further support in accessing online resources should contact us on 01594 822257 or john.whitehead@foresthigh.org.uk. If help is needed accessing the resources for a particular lesson, contact the subject teacher.

Subject teachers will post all lessons and resources in the 'general' channel for the class Team. The lessons will be clearly labelled with the subject, day, date, and period: for example, History lesson - Wednesday 6th January - Period 2. All the resources needed for the lesson will be attached or linked to the lesson. Appropriate materials will be provided for EAL students. Lessons will be posted daily and all of the day's lessons will be posted by 8.30am. This will follow students' school timetable, so each student will have five lessons posted each day. Teachers will be available on Teams to provide support during lesson time.

Students must submit their work in 'assignments' on Teams by 6.00pm each day. Submission of work will indicate that the student was 'present'. Students who have not submitted work will be contacted the following day. Key workers/learning mentors will contact vulnerable learners every third day. Students can ask their learning mentors for support through Teams messaging. Any changes, including teacher absences will be shared via Teams.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. Across all subjects in the curriculum, there are some topics which lend themselves well to online learning. In order to give the students the best possible experience, teachers may decide to prioritise delivery of these topics.

Remote Teaching and Study Time each day How long can I expect work set by the school to take my child each day?

We would expect our students to study for the same number of hours as they would at school. Each student has five lessons scheduled for every day. We would expect all Year 10 and 11 students to do at least 2 hours of independent study per day (this includes the 45 minutes that will be dedicated to Period 6 live sessions). We recognise that sitting still in front of a computer

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all day poses challenges. Students will therefore be given learning choices and assessment activities that do not involve online learning.

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

We recognise that some students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

- The loan of suitable equipment
- Support trouble-shooting technical issues
- Facilitating flexibility of study (especially when access is temporarily restricted or shared devices) through sharing of comprehensive resources; teacher and learning mentor phone-calls home; an extended school day for submission of work; recording of all live lessons for viewing outside of lesson time; and provision of printed materials as needed (contact the school if you feel this is required).

We conduct regular surveys of parents and carers to establish requirements. However, we want to hear from families experiencing difficulties and they can contact us on 01594 822257 or john.whitehead@foresthigh.org.uk

How will my child be taught remotely?

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

- Pre-recorded lessons. This may include lessons recorded by the subject teacher or by other organisations (e.g. Oak National Academy).
- Live teaching. This will be streamed on Teams. We expect students to participate fully in lessons, sharing ideas and working with their peers.
- Written instructions giving instructions for independent learning.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Textbooks and reading books students have at home.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. Hegarty Maths).

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 that all students will take responsibility for their own learning by:

- ✓ arriving in live lessons on time, and submitting all work by 6.00pm on the day the work is set
- ✓ Engaging fully with all activities and work set
- ✓ Checking Teams regularly
- ✓ Using the camera and microphone when appropriate as directed by staff

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- ✓ Showing respect, taking responsibility, showing curiosity and resilience in line with FHS core values at all-time
- ✓ Seeking advice and support as needed

We would ask that parents support learning by:

- ✓ Helping to ensure that your child is up, fed and dressed in good time for the start of the FHS day
- ✓ Reinforcing the importance of full attendance and engagement
- ✓ Regularly checking during live lessons to see whether the student is participating, and that they are not multi-tasking (i.e. running games or videos in the background)
- ✓ Encouraging and praising your child when they demonstrate commitment to their work, so they understand the value of effort
- ✓ Notifying FHS of any issues, and seeking advice and support as needed – tutors are the first point of contact

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

Staff track the engagement of students in all timetabled activities and lessons, even when remote learning. This is done by monitoring the submission of work at the end of the day. This gives us a very up-to-date picture of engagement and helps us identify, and tackle, any barriers to learning. The Welfare and Wellbeing and/or SLT team will be in touch with the parents of all students who are not engaging appropriately. We also aim to give parents direct access to the Arbor information so they should be able to get timely information about their child. We are currently in the process of developing this facility. We will be continuing to hold parent consultation evenings scheduled via School Cloud, information regarding this system will be sent out shortly. The SEND team will work closely with students who have an EHCP and their parents. They can expect very regular contact and feedback on engagement.

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 students. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods of assessment, amongst many others. Our approach to feeding back on a pupil's work is as follows:

Individual subjects and teachers set the frequency and nature of assessment according to the curriculum and the exam board specification they are following. (These can vary) It will include:

Formative assessment, that is ongoing, informal feedback which may be verbal, written or digital (e.g. marked automatically on Hegarty Maths), and **summative assessment**, which would take the form of topic tests, marked exam questions or papers, extended pieces of writing and so on, and would take place at appropriate points in course delivery.

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Additional support for students 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 students, for example, some students 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 students in the following ways:

The SEND team will identify all students who require support while at home and put in place personalised plans in conjunction with other staff, external agencies where appropriate and parents. During a period of isolation, parents will be contacted on a regular basis and will be invited to meet online with the SEND team to discuss engagement, progress and further support. It is possible that the strategies used by some students work very well when they are in school but are less effective when studying at home. They may reject support ordinarily but may struggle outside the classroom environment. We strongly recommend that parents get in touch with the SEND team should this be the case so that we can help support online learning, by either contacting your child's key worker or our SENCO, amy.roberts@foresthigh.org.uk

Remote education for self-isolating students

Where individual students 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 students 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?

During periods of self-isolation, the FHS timetable will take its usual form (i.e. 5 lessons per day). Students will not be able to access live classroom teaching remotely. Students will be given access to all the learning materials via Teams (e.g. PowerPoints, worksheets and so on) and instructions on how to complete work set. The Welfare and Wellbeing team will be in touch on a regular basis to check that students are able to access learning and to arrange delivery of laptops and other equipment as needed. They will also check on engagement and well-being. Where possible, subject teachers may meet virtually with groups of students to support learning.

Contact details – For all telephone enquiries:

Please use the main reception phone number on 01594 822257 or
john.whitehead@foresthigh.org.uk

For support from The Welfare and Wellbeing Team please contact either Marie Cooper at marie.cooper@foresthigh.org.uk OR David Fisher at david.fisher@foresthigh.org.uk