

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 if 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. Please refer also to our Remote Education Policy and our Contingency Plan for Remote Education, available on this page of our website:

<https://neatherd.org/Pupils/Remote-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?

In the first two days of pupils being sent home in KS3 we expect the pupils to work using their Core Knowledge Booklets and their red homework books. Pupils should complete pages using revision techniques taught in form periods, including self-quizzing. Pupils should work to their existing timetable to organise their workload. There will be no expectation to do homework after "school hours" during this time.

In Key Stage 4, we aim to be teaching the classes using Google Meet immediately, however in some cases (staff illness or staff isolating) pupils will be directed to the relevant sections of their Google Classrooms by email to the work.

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, in Design Technology the pupils' work projects require specialist equipment that cannot be accessed at home. In this case pupils will be taught appropriate content and skills which will maintain their progression in the curriculum. Other practical subjects, such as art, music, drama and physical education will also make adaptations appropriate to the curriculum. For example, a science experiment or a sports technique may be replaced with a video clip.

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:

Secondary school-aged pupils not working towards formal qualifications this year (years 7, 8, 9 and 10)	Five periods a day in line with the school timetable, i.e. five hours in total. There will also be a form period to check in to at 0945 hours.
Secondary school-aged pupils working towards formal qualifications this year (years 7, 8, 9 and 10)	Five periods a day in line with the school timetable, i.e. five hours in total. There will also be a form period to check in to at 0945 hours.

Accessing remote education

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

We use Google Classrooms, signed in with the pupil's unique Nsix account. All pupils have experience in using this.

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:

We do not have a laptop or tablet for the pupil to have sole access to during a period of remote education.

- If you are eligible for Free School Meals, or your child qualifies for the Pupil Premium, we will have already been in contact with you about your child's access to a device, and supplying them with one. If this has not happened yet, please contact the school at office@neatherd.org or via the telephone switchboard.
- We have issued netbooks and wireless dongles (a device which enables access to the internet) to families on the Pupil Premium. If you are not eligible for Pupil Premium but are struggling financially we do have a limited hardship fund accessible by contacting the headteacher via office@neatherd.org
- If your circumstances have changed and you are unsure if you qualify for the Pupil Premium, please visit the Norfolk County Council website page here: <https://www.norfolk.gov.uk/education-and-learning/schools/school-meals-and-milk>
- All pupils keep their exercise books with them and in most subjects, they have workbooks with the relevant curriculum. Families with no access to the internet should contact the school via the main switchboard to let the school know they will need paper-based work, to be completed in their exercise books. This work will be checked on the pupils' return by their teachers.

How will my child be taught remotely?

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

In Key Stage 3:

- The lessons will be available on the Google Classroom for pupils in years 7, 8 and 9. These will be broadly similar to the materials used in class, such as slideshows, video clips, work sheets. There will be no expectation of families to print out anything – all work should be achievable in the pupil's exercise books or on plain paper.
- In years 10 and 11 (key stage 4) we aim to provide live teaching (online lessons) to which the pupils will have been invited via their Google Calendar (with reminders in their NSix email inboxes). Lessons will not ordinarily consist of the teacher talking at the pupils for the full hour, rather they will be instructed by the teacher and supported by questioning using audio, video or messaging.
- Recorded teaching (e.g. relevant selected YouTube video clips, Oak National Academy lessons, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, such as Hegarty Maths, Seneca Learning and any subject specific resources adopted by the subject department

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?

Pupils and parents

Staff can expect pupils learning remotely to:

- Check their Google Classrooms at 8:45am every day to view their allocated work, aligned with their regular school timetables.
- Check their NSix email inboxes for any messages or notifications from the Google Classrooms, or emails from the teachers or the school.
- Complete the work to the best of their ability.
- Submit their completed work according to the deadline set by the relevant member of staff, by uploading it on to the Google Classroom. Pupils can complete work in exercise books/on paper, but will need to take clear photographs of it and upload in to their Google Classroom. Using a smartphone with the Google Classroom app installed is the most straightforward method of doing this.

Parents of pupils learning remotely can be expected to:

- Adhere to the remote learning policy during periods of remote learning.
- Ensure that their child is available to learn remotely according to their normal timetable and that schoolwork is completed on time, to the best of their child's ability.
- Ensure that their child is familiar with the expectations for remote learning and that any absences are reported accordingly.
- Contact the school if the pupil has technical issues that can be resolved, or if the pupil does not have the necessary equipment to learn remotely. In some cases the school can support parents with this provision.

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

Teachers will monitor "attendance" of, and engagement with, the remote education lesson by lesson. This will be logged on the Class Charts App for further analysis and, if necessary, communication home from the school, by telephone, email or via messages in the Class Charts App.

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:

In some cases, such as assignments set on Google Classroom, pupils may be expected to upload and submit work which will be assessed online. In other cases, pupils will complete their work in their exercise books and show it to their teacher on their return. Feedback will be in line with our Assessment Policy (May 2019) published here: https://neatherd.org/docs/policies/Assessment_Policy_May_2019.pdf

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:

All of the staff working with the SEND and SRB pupils have access to their pupils' Google Classrooms and Nsix email addresses and will be monitoring, supporting and contacting them during the period of remote learning. Welfare calls will be made to all pupils to check if they need any support.

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?

For the first two days of absence we expect the pupils to revise using their Core Knowledge booklets (years 7, 8 and 9) or revision guides and online or paper resources (years 10 and 11). From the third day of absence onwards, teachers are asked to email the pupils on their NSix with instructions and resources, either attached or linked to their Google Classrooms. In most cases this will be the work they have been doing in class.