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.

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?

> Live teaching and high quality recordings are our standard approach to remote learning. These will begin as quickly as possible. In the meantime any work set will be located on Microsoft Teams as an assignment. We expect our standard model of live lessons and high quality recordings to start within one week of a school closure.

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. All KS4 and KS5 lessons are continuing as per the normal timetable, live through teams. However, we have needed to make some adaptations at KS3 to enable staff to work with key worker and vulnerable students in school. For Maths, English and Science, classes have been paired up – for example 7a1 and 7b1 are paired to make one group, as have 7a2 and 7b2 etc. For all other KS3 subjects, groups have been combined and are delivered by either one or two (where possible) specialist teachers, live through teams. KS3 lessons have been rescheduled to enable the right teachers to deliver these lessons. For example, all year 7 students have their art lesson at the same time, led by one art specialist teacher. Where possible a second art specialist teacher is also taking part – for example, responding to questions through the 'chat' function.

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:

Year group	How much work to expect?
Year 7-10	Equivalent of a normal timetable of tutor time AND 5 x 60 min lessons per day. Students may also be expected to complete additional home learning tasks.
Year 11	Equivalent of a normal timetable of tutor time AND 5 x 60 min (Monday and Friday) 6 x 60 min lessons per day (Tuesday – Thursday). Students may also be expected to complete additional home learning tasks.
Year 12-13	Equivalent of a normal timetable and tutor time AND to include any lessons timetabled 3-4pm

Accessing remote education

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

- **All teachers will set work through Microsoft Teams**. Students can access this throughout the day and return work to teachers to check and provide feedback where necessary.

- Students will be provided with **deadlines** for completion of any additional work set through the assignments function. .

- If students have a **'live' lesson on Microsoft Teams**, staff will notify them by posting this on Teams so they can join and participate. These live lessons will follow the school timetable. *All key stage 4 and 5 lessons will be live lessons.*

- Whilst all students will receive work through Microsoft Teams, they may be directed to use **other subject-specific resources** and online content.

- Teachers will aim to **ensure consistency** so students are not having to use multiple different platforms throughout the week.

- Students will already be familiar with these platforms from the March lockdown and from homework they are set when school is open as normal and so hopefully they will feel **more confident** in accessing the work.

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:

- Students without devices had already been identified through an online survey that was shared with all parents in September. Any student who is identified as in care, CIN, or has a social worker had already been issued with a laptop from Northampton County Council, applied for and distributed through the school.
- However, we know circumstances change and **parents are now encouraged to communicate with the Heads of Year if there are any issues surrounding accessing online learning**. Equally if students are recorded as not being present in their lessons Form Tutors and Heads of Year will make contact home to ensure that there are no problems surrounding access to devices and offer support.
- If identified as needing devices e.g. a laptop, a dongle to access the internet, a keyboard so students can use their play consoles (Xbox or PlayStation) Heads of Year report this to the Assistant Principal, Amanda Doherty. If necessary an appointment will then be made for both the student and parent to come into school whereby the appropriate device will be loaned. Laptops will only be given once an appointment has been made. A 'Device Loan Agreement' will then be explained and signed by both the parent and the student, the student will be asked to log on to the computer by one of our IT specialists to ensure there are no issues and the device will then be taken home. The agreement loan will be reviewed at the end of each half term. Slots are allocated every half an hour to avoid too many people being in the building and KSA COVID rules are expected to be adhered to in line with our risk assessment.
- Online safety advice is given regularly through Microsoft Teams, the school website and texts for parents/carers to support safety online. There has also been an 'Acceptable Use Policy' update and video shared with students and parents/carers so expectations are communicated clearly.
- Further information can also be found on our school website:
  - http://www.ketteringscienceacademy.org/_site/data/files/letters/0405CA2D3A5687C848C9AAF33A431221.pdf KSA Parent and Carer Guide
  - http://www.ketteringscienceacademy.org/_site/data/files/letters/4BFDCD90EE5D76006CB120A9F657D802.pdf Online Access Guide
  - http://www.ketteringscienceacademy.org/news/?pid=50&nid=7&storyid=1424 As well as the weekly padlet. The padlet is text home to parents as well as found on the website
- The weekly Principal's letter also encourages parents to communicate with us if there are access issues.
- If your child has online access issues please contact their Head of Year, you can also contact the Head of Year to request paper copies of work.

How will my child be taught remotely?

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

Our teaching approach is broadly described below for each key stage

Key stage 3

- All lessons are available through Microsoft Teams and will start and finish with live teacher interaction in most cases.

- There may be times where we use recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- Where laptops are not available printed paper packs produced by teachers (e.g. workbooks, worksheets) will be made available, please contact the Head of year if you require paper resources for your child.

- Students will also access commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. Such as Hegarty Maths, Educake, Seneca and BBC Bitesize. Further access information can be found here
http://www.ketteringscienceacademy.org/_site/data/files/letters/4BFDCD90EE5D76006CB120A9F657D802.pdf

Key stage 4

- All lessons are available through Microsoft Teams and will start and finish with live teacher interaction.

- All lessons are live teaching (online lessons) but they may be complimented with some recorded teaching eg Oak National Academy or video recordings.

- Where laptops are not available printed paper packs produced by teachers (e.g. workbooks, worksheets) are made available. Please contact the Head of year if you require paper resources for your child.

- Students will also access commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. Such as Hegarty Maths, Educake, Seneca and BBC Bitesize Further access information can be found here
http://www.ketteringscienceacademy.org/_site/data/files/letters/4BFDCD90EE5D76006CB120A9F657D802.pdf

Key stage 5:

- All lessons are available through Microsoft Teams

- All lessons are live teaching (online lessons)

- All Sixth Form students have access to technology – if this is not the case your child must contact Miss Davies, the Head of Sixth Form as a matter of urgency.

- Students will continue to access their textbooks and reading books which they have at home

- Students will also access commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. Further access information can be found here http://www.ketteringscienceacademy.org/_site/data/files/letters/4BFDCD90EE5D76006CB120A9F657D802.pdf

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?

- Students should follow their school timetable, including tutor time at 8:45am. This will allow them to access all of the live teaching and support that is available.

- Parental support – parents should encourage their child to follow a daily routine and attend all lessons.

- **Reward** your child when they complete particularly challenging or impressive work.

- Offer **regular praise** for simply sticking to a routine.

- Create a **point-based reward system** where your child can 'cash-in' their points for other privileges.

- Email **Form Tutors** with your feedback so they can also congratulate students and award K points.

- Remind them to take short rest-breaks **every 45-60 minutes** to help maintain focus.

- Following the normal timetable will help with routines and ensure that students build in break and lunch times.

- Reinforce **sanctions** when students fail to complete work i.e. confiscate phones/consoles and restrict screen time where necessary.

- Email **Form Tutors** with any major concerns so they can liaise with Heads of Year where necessary.

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

- A register is taken each lesson, including tutor time so that we are aware of whether students are engaging in the live content within a lesson. Students who do not log into lessons will be contacted by their tutors initially and then their Heads of Year if the lack of engagement continues. The process of checking engagement takes places several times within a week and registers are taken every lesson.

- Parents/carers are informed to ascertain if an intervention or action plan is required to improve engagement. For example if the issue is a welfare one then the relevant team will work closely with the student and their family to overcome the issue.

- If the issue cannot be resolved then, as a last resort the academy will implement the attendance procedure.

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:

There are a range of ways that we will give students feedback.

Key Stage 3
- Whole class feedback following automatically marked work set via Microsoft Forms, Hegarty, Educake Oak National Academy quizzes. Students will be getting feedback of this nature every week. Whole class feedback will be delivered by teachers as a recording or part of a live lesson.

Key Stage 4
- Use of whole class feedback as described above. In addition, students should be receiving formative feedback every 6-8 lessons which is personalised.

Key Stage 5
- Regular assessment which is subject specific. To include feedback via Seneca and other external platforms as well as teacher feedback at least every other

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:

- A flexible and adaptable approach depending on the individual needs of students and their families with regular communication and reviews
- Provide devices (laptops and internet access) to those who require it
- Digital support where needed (e.g. familiarising student with Teams and how to work it, log on etc.)
- Students with EHCP's invited to attend school in our SEN Hub where they work in small groups and with TA support
- At least weekly contact with a member of the SEND Team to check in if any problems
- Maintain contact with external agencies to provide intervention where possible
- Check student engagement in lessons regularly and contact parents if any concerns
- Provide home literacy intervention resources for those who have literacy intervention
- Advise on IT solutions such as use of 'colourveil', alternative methods of recording, Accelerated Reader etc.
- Online safety advice personalised as required
- Use of breakout rooms in Microsoft Teams to support SEND students remotely
- Provide materials for students to use at home when required
- Students can be invited to attend school should this be needed for their learning or mental health needs
- Maintain statutory duties to complete Annual Reviews for students with EHCP's, including transition planning for post 16 and post 18.

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?

During a school closure a student who is self-isolating will not experience anything differently to any of the processes described above. (Apart from they will not be able to come into school as a key worker or vulnerable student if they are self-isolating). If a student has symptoms of Covid-19 this may affect their ability to work and they would be expected to rest until symptoms ease and they are able to learn effectively again.

Where school is open and an individual is required to self-isolate they will be able to access work set through their year team Microsoft Teams page. The work that is set will align with the school curriculum.