REMOTE EDUCATION PROVISION:

INFORMATION FOR PARENTS

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

JANUARY 2021

The remote curriculum: what is taught to students at home?

A student'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?

Where a whole class, year, or the entire college is having to self-isolate, it is the intention of the college to host a virtual lesson for every single timetable period using Google Classrooms and Meet. From day one, these lessons will mirror the same learning intentions and teacher/student interactions that would be expected within a "normal" lesson as much as is practically possible.

However, failing this, as a minimum expectation, all students self-isolating or remote learning are required to navigate to Google Classrooms and complete the curated resources for their timetabled period when virtual lessons cannot take place. **Please note that where individual students need to self-isolate, but the majority of their peer group remains in college, remote education will default to this approach.**

Since September 2020, all lessons at Henry Cort have been accompanied online by a voiced-over presentation and the lesson materials that are physically being taught in class. Students are expected to complete these "mirrored" activities and forward them to their teacher via email.

Alternatively, if students are printing out these resources, then they should bring them into college when they return.

Students are expected to manage their own class exercise books and ensure the work that they have done, along with any purple pen responses to teacher feedback, are stuck in and recorded neatly. Books will be provided to students who request them.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in college?

We teach the same curriculum remotely as we do in college wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in practical subjects that require specialist resources, such as textiles, it is unlikely that every student will have a sewing machine at home, or a laboratory for science, or a basketball court for PE.

However, in these instances alternative home learning style activities have been put in their place that broadly cover the same learning intentions. This ensures the college also maintains full coverage of the national curriculum.

Remote teaching and study time each day

How long can I expect work set by the college to take my child each day?

As every single lesson is accompanied by either curated resources, or a virtual lesson, there is no difference between the time expected in college. Therefore, every student should receive a diet of 20 minutes' tutor time, followed by 5 hours of lesson time each day (please note this is divided up into intervention and five 55-minute periods). Amounting to a maximum total teaching/tutor contact time of 26 hours and 40 minutes per week. Staff are asked to finish 5 minutes early to give students and staff a small break between lessons.

In light of the increased amount of screen time students are likely to experience during home learning, the college will reduce its expectations for homework. There are occasions, however, where it is still necessary for students to work outside of the normal college day, for example, if specific revision activities are set for an upcoming assessment, then these will be set using ClassCharts (in the normal way).

What are the expectations for my child when attending virtual lessons?

Live teaching (online lessons using Google Meet) is the default way Henry Cort will deliver its curriculum for self-isolating bubbles of students. Each lesson has the following expectations:

- Students should engage and interact with members of staff as they would when physically in college, this includes use of the "chat room".

- Whenever students are in a virtual lesson, they are effectively attending college and, therefore, behaviour expectations remain as they would be if on-site (students will be sanctioned in the normal way on ClassCharts).

- If a student's conduct warrants being "dismissed", their teacher will log and remove them from the lesson. They are expected to use the curated resources for the remainder of the lessons to learn independently. Appropriate sanctions will be put in place and contact will be made with the parent.

- Students should be dressed in smart clothing, but no uniform is required.

- Ideally, students should study in a quiet but communal area of their home and should not locate themselves within closed bedrooms/personal spaces. If absolutely necessary, then doors to areas must be open.

- All students are expected to login using their **own** henrycort.co.uk credentials.

- Teachers may record their lesson for monitoring and safeguarding purposes.

- Student's cameras must be turned on throughout unless prior agreement has been made with their tutor. Microphones should be muted unless the teacher gives permission.

- A register will be taken at the start of each lesson so students will need to be seen by their teacher and engage throughout the lesson. The college reserves the right to treat persistent absence as it would for students if they were physically attending on-site. Formal communication will be sent where students are not engaging and there is no justified reason.

- No students will be left in a lesson without a member of staff.

Accessing remote education

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

Every student at Henry Cort has a G-mail address that acts as a login to a platform known as G suite. The college has made use of a variety of G-suite services. These include:

- Classrooms (which acts as a virtual learning environment)
- Meet (for hosting virtual lessons)
- Drive (for storage of student resource)
- Editor suite (which includes Google docs, sheets & slides)
- Jamboard (as a virtual whiteboard)

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

- If students do not have a PC, laptop or tablet then as a minimum expectation all households will be provided with a loaned device.
- The college endeavours to provide each student with their own device, if it can.
- If students do not have access to a microphone and/or video web camera these too can be loaned out (but please note that mobile phones and games consoles with cameras can also be used to connect). Physical work will be viewed, wherever possible, using cameras. If this is not possible, work should be photographed and uploaded.
- If students do not have an operating internet connection, or stable Wi-Fi, the college can loan 4G Wi-Fi USB dongles.

All the above actions have to be agreed, in the first instance by Mr Parker. The college reserves the right to withdraw equipment if it is abused or there is evidence that it is being requested inappropriately.

Technical Support can also be requested either via the itsupport@henrycort.org address or by phoning directly through to the college switchboard and requesting to be put through.

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?

Following the agreed goals as outlined by our students' ASPIRE ethos:

- STUDENTS: Will make the effort to be ready to learn whilst demonstrating a good work ethic in order to achieve their goals.

- STUDENTS: Will provide peer support when required in the college community.

- STUDENTS: Demonstrate they are willing to try something different, and understand hard work and perseverance.

- STUDENTS: Will ensure that every member of the college community is given the opportunity to make their mark. Students should be confident that they can express individuality and their voice can be heard.

- STUDENTS: Will promote respect for all property, the environment, wider community, college staff and peers.

- STUDENTS: Demonstrate excellence in their achievements and showing integrity in all of their actions.

- STUDENTS: Will use appropriate language at all times (no swearing, racist, homophobic comments or derogatory language).

- STUDENTS: Will respect other students' right to learn, free from disruption.

It is important for parents to explicitly reinforce these values by encouraging and rewarding their child as, and when, appropriate as they would ordinarily. It will also be important to establish strict routines to support your child's education, ensuring they get up with enough time to properly engage with their studies and schedule breaks that reduce screen time fatigue.

Past experience has shown, particularly for older students, that for students to progress they need to be accountable for what they get done during the college day. Parents should insist their child physically demonstrates what was learnt and produced, rather than taking it on face value.

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

In the first instance if a child persistently does not attend their virtual lesson (with an excuse), then parents can expect to be contacted by their House Tutor or Progress Leaders.

For in-class engagement, parents are strongly encouraged to review their child's ClassCharts logs daily. Students will be awarded positive merits and issued with negative conduct points by members of staff.

Class teachers will use their existing assessment schedules to regularly review and feedback to students about their progress.

The college will continue to collect formative and, if necessary, summative attainment information, and publish this to parents in termly reports.

How will you assess my child's work and progress?

Assessment for learning strategies will continue for home learning as they would if in college. Google Classrooms' assignment and question functionality will be more extensively used when students are learning at home. Using their camera feed, teachers will watch the class and make judgements on progress and understanding. This could be as simple as asking students to hold up a written answer to a question to their camera, or self-rank their understanding using their colour coded pages from logbooks.

Our approach to feeding back on student work is to ensure that students know, in a timely way, what was successful about the work and simple steps to improve it. Students must continue to use their purple pens (or purple coloured text) to respond to this feedback.

Teacher feedback can take many forms and may not always mean extensive written comments for individual students. For example, whole-class verbal feedback or using automatically marked quizzes via digital platforms are also valid and effective methods, amongst many others.

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 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:

- For students with an EHCP, students will be joined in lessons by HLTA and TAs as they would ordinarily in class and can be supported through the chat functionality.

- Every student on the SEND register has been assigned to a lead support worker who will monitor and support bespoke provision as part of their individual education plan.

- Further provision may be provided and require students to leave their timetabled lesson, for example, in hosted individual phonics lessons.

- Resources that require further differentiation will be emailed to students.

- EHCP students have all been offered a physical place in Critical Worker and Vulnerable student provision.

- HLTAs are posting additional, and support resources, on ClassCharts for specific groups of SEND students.

- Provision is being put in place to create additional break-out rooms within Google Classrooms for HLTAs and TAs to support groups of SEND students if they require bespoke support during live lessons.