

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 at Grey Court School where national or local restrictions require entire cohorts to remain at home or in the case of school closure for the majority of students.

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

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

The use of Google Classrooms is already well-established with both staff and students confidently posting and accessing work during school closure. Year 7 students were given additional support through their Computing lessons in the autumn term, to prepare them for the possibility of remote learning.

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 practical subjects where the usual type of activities will not be possible.

Remote Teaching and Study Time Each Day

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

Our remote curriculum will follow the timings of the school day and lessons will run at the times shown below. Students should complete as much work as possible within that lesson but should not feel they have to finish it beyond the lesson. The exception to this is any homework tasks set.

Year 7

Period 1	8.30-9.25am
Period 2	9.25-10.15am
Registration in tutor group	10.15-10.30am
Break	10.30-10.45am
Period 3	10.45-11.35am
Period 4	11.35am-12.20pm
Lunch	12.20-12.55pm
Period 5	12.55-1.45pm
Period 6	1.45-2.35pm

Year 8 and 9

Period 1	8.40-9.25am
Period 2	9.25-10.15am
Registration in tutor group	10.15-10.30am
Break	10.30-10.45am
Period 3	10.45-11.35am
Period 4	11.35am-12.20pm
Lunch	12.20-12.55pm
Period 5	12.55-1.45pm
Period 6	1.45-2.35pm

Year 10 and 11

Period 2	9.25-10.15am
Registration in tutor group	10.15-10.30am
Break	10.30-10.45am
Period 3	10.45-11.35am
Period 4	11.35am-12.20pm
Lunch	12.20-12.55pm
Period 5	12.55-1.45pm
Period 6	1.45-2.35pm
Period 7	2.45-3.30pm

Year 12 and 13

Period 2	9.25-10.15am
Registration in tutor group	10.15-10.30am
Break	10.30-10.45am
Period 3	10.45-11.35am
Period 4	11.35am-12.20pm
Lunch	12.20-12.55pm
Period 5	12.55-1.45pm
Period 6	1.45-2.35pm
Period 7	2.45-3.30pm
Period 8 (if applicable)	3.30-4.20pm
Period 9 (if applicable)	4.20-5.00pm

Accessing Remote Education

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

We use G Suite for Education and lessons are delivered through Google Classroom and Google Meet. Students will be expected to use Docs, Slides, Drive and sometimes Sheets during the course of their learning. They must complete all work and join all Meets using their school Google account. Different curriculum areas will use a variety of additional sites and online resources.

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

We are committed to ensuring that all our students are able to access the online curriculum.

- We have already lent out a large number of laptops and Chromebooks for students to use at home
- Any student without Internet access at home has been invited to attend school
- If any family is still experiencing difficulty in accessing online learning, they should contact Mr Jacob immediately at rjacob@greycourt.org.uk for assistance.

How will my child be taught remotely?

We aim to use a variety of approaches during our online teaching, just as we would in a lesson at school. We must also bear in mind that teachers have very different home situations so what suits one, might be impossible to deliver for another.

Here are some examples of remote teaching approaches you can expect to see in our lessons:

- live teaching through Google Meet (this would usually be for the part of the lesson, duration will vary)
- recorded teaching for example, video/audio recordings made by teachers, Oak National Academy lessons, YouTube videos
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including audio and video clips or sequences
- Fun and engaging activities to do during screen-break times or scheduled activity days

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 students to log into their Google Classrooms according to their own timetable.
- They should join any live teaching through the Google Meet links provided by their teacher.
- Students should switch their cameras/microphones on or off when requested by their teacher
- Students should use their microphone or the chat function to participate as fully as possible in any live teaching
- Students should upload and submit work through the Classwork assignment for each lesson
- Parents should encourage their child/ren to follow a routine during the day, including being up, dressed and having had breakfast before their lessons start
- They should check in with their child at the end of each day to see how they are getting on

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

- Individual class teachers will track student engagement in their lessons. In the first instance, teachers may email the student themselves with a reminder to attend the next lesson/submit the work.
- Once every 2 weeks, students will have a screen break, which will give staff time to contact parents to inform them of any lack of engagement or work
- Persistent issues will be logged with Heads of Department/Faculty and/or Phase Leaders. In such case, parents will be contacted by email or phone.

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, particularly at KS3 . 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:

- Students will receive feedback and how to improve on their work in a variety of ways: through private comments on assignments, through comments or corrections on their work, through voice notes or live verbal feedback, for example.
- Classwork assignments will be returned to the student through Google Classroom and feedback will be given at least once every 6 lessons.

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:

SEN approach

The Director of inclusion will ensure that reasonable adjustments are put in place to support all learners in accessing remote learning. All members of the inclusion team will have a detailed action plans highlighting priority actions and key students.

The SENCO will be available to support both parents and students to access remote learning. This will be done during non contact times. Where rescheduling is not an option, due to statutory deadlines, Annual review meetings will be held via google meet and telephone conferencing. All communication and sharing of information with local authority will be conducted via secure emailing (egress)

LSA role

1. All LSAs will log into google following their normal timetable.
2. Once teacher instructions have been given, LSAs will contact their key students including SEN support and check for understanding.
3. LSAs will use task mats to break down what the teacher expects to be done in stages
4. All class teachers will continue to differentiate tasks to meet the needs of all learners.
5. LSAs will contact their key students and help with scaffolding work online.
6. Support SEN students using google documents and google share
7. Regular check -in calls with parents.

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?

In the case of a student having to self-isolate while the rest of his/her year group is in school, work will still be posted via Google Classroom. This could take the form of the lesson presentation followed by the students in class, a worksheet linked to the topic, a link to a website with appropriate online tasks or independent work the student can complete. Live lessons will not be conducted at this time unless under exceptional circumstances e.g. for 6th form lessons.