

Remote Education Provision – Parental Guide

School: Sherburn High School

This information is intended to provide clarity to students and parents/carers about what to expect from remote education should entire groups (or bubbles) need to self-isolate or should the whole school need to close.

Please also reference our [Trust Remote Learning Policy](#)

Who is the named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education?

Mr Stanton, Assistant Headteacher, is the senior leader with overarching responsibility for the quality and delivery of remote education for students in Years 7 - 11.

Mr Kirby, Assistant Headteacher/Head of Sixth Form, is the senior leader with overarching responsibility for the quality and delivery of remote education for students in Years 12 and 13.

What should my child expect from immediate remote education in the first day or two of pupils being sent 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.
- Students should follow their normal Week A and Week B timetables on Google Classrooms
- Teachers will upload lesson resources to individual subject Google Classrooms normally within one working day of the start of a student being sent home to isolate.

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 adaptations in some practical subjects, for example in science and our Creative subjects where access to specialist equipment is necessary and cannot be replicated at home.
- Where individuals are self isolating the remote learning mirrors the work which

has been delivered to the students in school.

- Where whole year groups are working from home the curriculum models continue to be followed - there may be slight adaptations to the order in which the curriculum is delivered to take account of topic areas which lend themselves better to remote learning.

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	Students will follow their normal school day, all-be-it remotely. This will give students approx. 5 hours per day of remote learning.
Secondary school-aged pupils working towards formal qualifications this year	Students will follow their normal school day, all-be-it remotely. This will give students approx. 5 hours per day of remote learning. In addition, there will be some occasions where students are required to supplement this with independent work to support revision and wider study in preparation for qualifications.

Accessing remote education

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

- Students will access online remote education via Google Classrooms.
- Students in KS4 will also have access to the following additional tools: Hegarty maths, GCSE pod and Tassomai.

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:

For parents/carers should contact admin@shs.starmat.uk for information and support in relation to all aspects of remote education. This includes, but is not limited to:

- Support in relation to the loan of devices such as laptops, routers or dongles
- Providing additional hardware e.g. keyboards/mice
- Where a student is entirely dependent on mobile phone data as a result of the lack of a fixed internet connection in the home, we may be able to help with upgrading data packages free of charge
- Providing high quality technical support
- Access to printed resources (please note that students are not expected to have access to printers and there is no requirement to print out resources or uploaded student work)

Students should use the private comment section in Google Classroom to contact their class teachers in relation to submitting work or queries about work

How will my child be taught remotely?

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

- A teacher-led introduction to the tasks to be completed, the resources which will help and the time limit for completion.
- “Live” explanation using Google Meet or pre-recorded lesson commentary.
- The teacher is available for students to ask questions during the timetabled lesson.
- The teacher provides additional resources to assess learning as the lesson progresses, or in advance or after the lesson.
- Feedback from the teacher either to individual students or as whole class feedback, in “real” time or after the lesson
- Work is uploaded onto Google Classroom in real time, for students to complete independently
- Use is made of pre-recorded resources such as those produced by Oak Academy

Where a whole year group or the entire school is working from home:

- From day one of remote learning work which mirrors a student's timetable will be uploaded onto Google Classroom, in real time, with teachers available to answer any student's queries and provide support.
- Within 48 hours of a partial or full school closure parents/carers will be notified of a timetable of "live" lessons, which will support the work that is set on Google Classrooms.
- Support for students with Special Educational Needs will resume via weekly communication by key workers, intervention sessions and support via Google Classrooms/Google meet.
- Support for families where students' wellbeing is jeopardised will resume via weekly communication from our Achievement and Inclusion Team.
- All students will receive regular "check ins" by their form tutors, through live tutor group sessions.

Students are expected to be online, accessing Google Classroom and school emails at the timetable when their timetabled lessons take place. Normal attendance reporting procedures remain in place, even when students are working from home.

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 are expected to:

- Engage in all lessons as per their timetable and complete all tasks to their best of their ability
- Upload all work by 4 p.m. on the day it was set
- Contact and engage with their class teacher **as soon as possible** if there are any issues in relation to work completion
- Follow the Acceptable User Agreement and School Behaviour Policy when engaging in "Live" lessons

Parents and carers: Are not expected to act in the role of teacher, we are aware that parents/carers may be working from home and/or have other commitments.

Parents/carers can support remote learning by:

- Providing an appropriate learning environment
- Contacting class teachers or House Achievement Leaders if there is an issue or concern
- Contacting the Attendance Officer if their child is unwell or unable to participate in remote learning
- Helping their child plan their week/day so that students manage their workload

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

- Student submission of work is checked daily by subject teachers and contact is made where students are falling behind.
- Additional checks are made by Curriculum Leaders, House Achievement Leaders and Senior Leaders each week. Parents/carers will be contacted where concern across a number of subjects exists. Contact will be made by email or phone call.
- Where serious issues persist students may be required to attend school in order to complete their work.

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:

Feedback to students will take the following forms:

- Individual or whole class written feedback
- Private comments on the comments facility on Google Classroom
- Recorded comments to individuals or whole class recorded feedback
- Low stakes tests e.g. Google quizzes
- Digital platforms providing immediate feedback and adaptive learning software (such as Tassomai)

For examination year groups feedback will also be given in the form of:

- Personal Learning Checklists
- Assessment marks

Students can expect the regularity of feedback to be in line with the whole school

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:

Students with special educational needs and disabilities are able to access on-site education. Any parents wishing to access this need to contact admin@shs.starmat.uk to receive an application form.

In order to support the remote education for our students with special needs and disabilities we provide the additional support:

- Weekly contact with parents/carers to provide additional support
- Intervention sessions for students via Google meet
- In-class support during some “Live” lessons will be provided by our General Teaching Assistants so that students with EHCPs will be able to ask them direct questions and receive support during and after the lesson
- Differentiated resources and bespoke timetables may also be created for some students who are unable to access the full remote education offer

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?

Where individuals or small groups are isolating at home:

Lesson material and instructions for isolating students will be posted onto Google Classroom within one day of the lesson taking place. This will include some or all of the following:

- Slides or resources from the lesson

- Video explanations or links to resources on the internet
- Worksheets or questions from the lesson
- Instructions which detail what is expected by the student/s for submission
- Exemplar work
- Assessment and feedback