

Remote Education Information to Parents

Park Hall Academy

January 2021



PARK HALL
ACADEMY



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 where national or 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?

In the first day or two of pupils being sent home they will transition immediately to work on Microsoft Teams. Where possible we will facilitate this on the same day. Students have been fully trained in the platform and have been using it regularly, meaning they are well equipped to use it from the outset.

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 Science where practical activities are not possible and in Performing Arts where some group activities are not possible. Similarly in the Creative Subjects tasks will be adapted depending upon the media available to students at home. Staff will take account of this.



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:

Key Stage 1	N/A
Key Stage 2	N/A
Key Stage 3 and 4	Students will follow their normal timetable, with 4-5 hours of work being set.
Key Stage 5	Students will receive the same amount of hours of work linked to their curriculum guided learning hours for each qualification.

Accessing remote education

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

Park Hall Academy uses the Microsoft Teams platform. This is accessible to all students through their student email account. This can be accessed through their Office 365 account. We have trained all students in the use of this throughout the Autumn Term through the Teams Certificate program. Their Office 365 account gives them access to the full suite of Microsoft Office tools needed for their learning.

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 have worked hard during the first lockdown and also during the Autumn term to identify pupils who do not have digital or online access at home. Surveys of students and parents are carried out to identify any changes in circumstances.
- Laptops, routers and other digital devices are available for students who do not have digital or online access at home.
- If your son/daughter is still without a digital device or access to the internet then please contact their Head of Year.
- Heads of Year and Progress leaders can supply any printed materials needed if they do not have online access. Work will then be submitted to their teachers if they do not have online access by being collected through heads of year.

How will my child be taught remotely?

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



Listed below are the range of approaches we take in remote learning. This can vary by Key Stage and also subject area, depending on the demands and requirements of the curriculum.

- Live teaching (online lessons)
- Remote tasks set through teams with supporting resources such as powerpoints, work sheets and supporting documents .
- Pre-recorded teaching (video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home, particularly for Key Stage 5.
- We also make use of other platforms such as SENECA, MyMaths, GCSEPOD, EdiMaths.
- Where there is long term project work, this is as part of vocational work and internal assessment/coursework.

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 attend their remote lessons as normal through their timetable.
- We would ask that where possible parents facilitate a quiet space to work and that students are supported to engage fully in the lessons and then complete and submit work in a timely fashion.
- Parents will be kept informed of progress in the normal way through parent's evenings and reports home.
- We would encourage you to regularly speak with your son/daughter about their work, look at their Teams page and ask them questions.
- Check the feedback they have been receiving and check their understanding of what it is they have been asked to do.



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

- There are two main checks on student engagement that occur. Staff take registers as normal on a lesson by lesson basis. Students are classed as attending if they have either attended the live lesson, or have accessed the set work.
- Where students have not attended, this information is passed to Heads of Year who will then make phone calls to parent/carers to support engagement.
- Where students are attending lessons but not completing or producing work commensurate to their ability, they will be contacted by their class teacher and also the progress leader for their year group in order to look at what support they require. Progress leaders will fully involve parents in this process.

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:

- Students will continue to receive feedback according to our usual school assessment schedule. They will have 3 assessed pieces per 10 Week cycle. These will have subject specific feedback with clear development points.
- All other work submitted will be acknowledged by staff with relevant praise or comment on a regular basis.
- These tasks will be a combination of written tasks, online activities and Microsoft Forms Quizzes for knowledge tests.



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:

- Our SEN Team Mr Jones and Mr Wainman already work closely with parents where there are concerns about access to remote education.
- All Pupils with an EHCP are contacted weekly to check how they are getting on with remote learning and if we can help with anything. We make email contact with every parent/carer whose child is on our SEN register and ask if their child would require any additional support in accessing their work.
- If further concerns are raised about the pupils learning, we will liaise with the most appropriate specialist teacher We then action any concerns and speak to the relevant teacher/head of year.
- Parents are encouraged to contact Mr Jones, the SENco to explore where support can be offered.

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?

- We believe that having to self-isolate should not be a barrier to students continuing to access the curriculum from home.
- Where students have to self-isolate, but the rest of their peer group remain in school, staff will set work for them through the Microsoft Teams platform. Self-isolating students will need to log into the relevant class page following their timetable.
- Work will be directed to students using the “@” tagging function and set assignments. Staff where possible will involve students directly in the lesson by allowing them to remote in “live” to the lesson from home. This is where the nature of the lesson and task allows it and is suitable.

Summary



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