



Remote Education Provision: Information for Parents

January 2021

This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to students at home

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

In the event of future full or partial closures of the school, we will publish students with timetables that reflect their normal school day with a blended experience of work set on Show My Homework and 'Live' lessons set on Microsoft Teams.

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. As far as is possible, students will follow their 'normal' school curriculum, as outlined in the school's curriculum handbooks:

[Curriculum Handbooks - The Grange School](#)

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?

The curriculum that is taught remotely replicates the curriculum and programmes of study that all students will receive whilst physically in school. There may be slight adjustments to the sequencing of lessons or schemes of work based upon areas of the curriculum plan that have more dependence upon resources available within school.

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 students broadly the following number of hours each day:



Key Stage 3 and 4	Students in all year groups will receive five hours of remote learning each day and work will be set on a daily basis, in line with student timetables. Students who are unable to attend 'live' lessons due to not having sole access to a device, will be able to access recordings of 'live' lessons up to 20 days after the lesson was recorded. All 'live' lessons are recorded.
6 th Form	Students in the 6 th Form will receive their full allocation of lessons based upon the number of subjects they take, in line with their normal timetables. Students who are unable to attend 'live' lessons due to not having sole access to a device, will be able to access recordings of 'live' lessons up to 20 days after the lesson was recorded. All 'live' lessons are recorded. 6 th Form students should also use their scheduled study periods to prepare for future lessons.

Accessing remote education

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

There are a number of digital platforms that we use in school but all students will access the bulk of their remote learning through Show my Homework and Microsoft Teams. We have provided help guides for both platforms to support both parents and students in understanding how to access and use these platforms.

[Show My Homework - The Grange School](#)

[School Closure Information - The Grange School](#) (you will find links to Microsoft teams and a Student Guide to Microsoft Teams from this web link).

Embed links.

Subjects will also use digital platforms that students would normally use during lesson time and working from home:

- My Maths [MyMaths - Home](#)
- Kerboodle [Kerboodle](#)
- Seneca Learning [Seneca \(senecalearning.com\)](#)
- The Grange Virtual Learning Environment [Virtual Grange](#)
- Active Learn [Active Learn](#)
- BandLab [BandLab](#)
- Know it all Ninja (Btec ICT and Computing) [Know it all Ninja](#)

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

We recently undertook a significant audit that captured the vast majority of the school. We recognise that some students may not have suitable online access at home and similarly, a significant proportion of our school do not have sole access to enable sole online access from home. We take the following approaches to support those students to access remote education:

- Mr Netley (KS4 Pastoral Leader) has communicated home to follow up on the school audit and further make enquiries as to the availability of online access at home.
- Laptops are issued in person to the parent / carer and student. Contracts for acceptable use are signed and checks made to ensure students can access the school system before they leave. Parents and carers have been approached by Mr Netley following questionnaire responses and non-engagement in on-line learning.
- Parents and carers are asked when offered a device if support in accessing the internet is needed. Support in making an application is made for a 4g router or extra data for existing devices is provided.
- All students have remote access to our IT Support Team.
- Any student who cannot access any materials as part of their remote learning is offered a place in mini-school.
- Students can access remote work through a variety of devices, including smart phones, games consoles and tablets. Any student without access is entitled to either a laptop or allocated a place in mini-school.

How will my child be taught remotely?

In the event that the school is closed, we will move to a model by which academic departments will either provide lessons through 'live' contact with teachers via Microsoft Teams, or they will set work for classes through Show My Homework (SMH) and/or Assignments on Teams on a scheduled, timetabled basis. Work that is set via SMH will be supported by contact with the teacher via SMH/email, or 'live' contact with teachers via Microsoft Teams.

In setting work for students, teachers will use the following formats:

- **Single Lesson:** A lesson where the teacher posts or communicates all the work and resources beforehand.
- **Multi Lesson Project:** Several lessons leading to an end point; often a performance, project, product or presentation.
- **Pre-Recorded Lesson:** A lesson where the teacher records audio and/or visual stimulus that students can play back at any time.

Live Sessions at The Grange School can take a number of forms:

1. **Video Lesson:** Using the audio and video features on Teams the teacher holds a lesson / meeting with all available students.
2. **Web Chat Lesson:** The teacher engages with the students in 'real time' using typed posts and replies on Teams.

Live sessions do not require the students to be watching the screen/listening to the teacher for the duration of the whole lesson, but may mean that the teacher explains the session and then enables the students to have time to complete the tasks and ask questions using the 'chat' function.

It is not healthy to be constantly in front of the screen and a combination of screen time and tasks will complement each other in learning activities.

Students are encouraged to take part in the live sessions that are available if they are well enough to do so. If they are unable to participate during the lesson in real time, the lessons will be recorded and accessible via Teams for up to 20 days after the lesson taking place.

Education Endowment Foundation (EEF) found that teaching quality is more important than how lessons are delivered. The key findings were:

- Students can learn through remote teaching.
- Ensuring the elements of effective teaching are present – for example, clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time ("synchronous teaching") and alternatives ("asynchronous teaching").
- For example, teachers might explain a new idea live or in a pre-recorded video, but what matters most, is whether the explanation builds clearly on students' prior learning or how students' understanding is subsequently assessed.
- (EEF – Rapid evidence assessment – Distance Learning, June 2020)

The 'live' Teams sessions are designed to increase interactions between teacher and student and to focus aspects of expert teaching such as questioning, to ensure students are made to think and are challenged to complete work appropriate to their level.

Teachers should provide a 'live' element to their lessons once in every two / lessons at KS3 and two lessons within every five in KS4 and 6th Form; the schedule for these lessons has been shared with students/parents/carers. The frequency and timing of these 'live' lessons have been identified upon the students' timetable to ensure equity and a balanced experience for students and staff, whereby they are not sat in front of a computer screen for long periods of time. It may be, for operational reasons, that a 'live' lesson is postponed but when this is the case, both staff and students will be notified.

Where work is being set on SMH, it will be made available to students at the latest 30 minutes prior to the lesson. We understand that this can be distracting for students, but our aim is to keep to 'real' time, as far as we possibly can.

Students are encouraged to work on the tasks set via SMH during their usual timetabled lesson, as teachers are encouraged to be contactable at those times for students to ask questions, and teachers can check students' understanding. However, it is

understood that some students will not be able to do that, e.g. when students are sharing devices within the household.

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 have shared the following within our Remote Learning Policy and if, for any reason, your child is having difficulty in engaging and meeting expectations, please contact us at school.

Students

1. Be prepared to review prior learning in order to consolidate and deepen what you know.
2. Be committed to completing your learning activities and complete before the due date.
3. Use *Show My Homework* in order to access learning activities.
4. Use school email addresses or the chat function in Teams to communicate with your teachers and to ask questions if you do not understand the work. Teachers are not permitted to reply to personal email addresses.
5. Questions relating to work should be asked during your scheduled lesson times.
6. Indicate on *Show My Homework* that you have completed the work.
7. Inform your form teacher if you are unable to access learning activities, or have difficulties in completing the work.
8. Check your school email account on a daily basis.

Parents / Carers

1. Encourage your child to complete the work that is set on a daily basis.
2. If you have concerns, contact subject teacher, form teachers, Year Leaders as outlined on the school website at:
<https://www.grange.bucks.sch.uk/parents/getting-in-touch>
3. Your child will be able to show you the work that has been set for them on *Show My Homework*, or alternatively follow:
<https://thegrange.satchelone.com/school/homeworks/calendar>

It is important that we are able to communicate in times of closure and be accessible to students, parents, and each other.

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

Students engage with remote learning through 'Show My Homework' and 'live' lessons through Teams. Show my homework tracks student log in, so we know when work has been set, but not accessed. It does not tell us if the work has been completed, but it is a good gauge of student involvement.

A report is run daily in school for Key Stage Leaders. Parents / carers are called or emailed to find out if there have been any issues in accessing the work or if there are any other reasons why work has not been forthcoming.

Most issues can be resolved quickly but if necessary, a Year Team Leader will follow up with a bespoke intervention. This could include inviting your child into school to be part of mini-school.

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 student work is as follows:

Work should be submitted to teachers via Show My Homework or via Microsoft Teams. Teachers are using assignments within Microsoft Teams to ask for work such as essays, class notes, quiz questions to be uploaded to allow for appropriate feedback to be provided. Teachers will assess the work and return it to students with feedback attached in a timely fashion.

Students will engage in a variety of formative assessment, which will happen both during their live lessons and also following a specific piece of work being set. This can take a variety of formats, such as checking responses through the chat function, use of thumbs up, use of Microsoft forms and quizzes and use of digital platforms such as MathsWatch. There will also be summative assessment used during the half term using practice examination questions, the feedback received will follow the departmental policies for example in English, they will use What Went Well and Even Better If comments for mini essays and paragraphs written.

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 some students 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:

Support for Learning

1. Be prepared to contact families that you know might find learning from home challenging.
2. Be prepared to modify working expectations based upon your knowledge of the individual students.
3. Contact and share with teaching staff if parents / carers communicate concerns in relation to work that is being set.

All parents and carers of students with an Education, Health Care Plan and those with higher level special needs without a plan, have been contacted and offered a place in the mini-school. This offer is followed up with a further call two weeks later to check on students' well-being, conduct a verbal risk assessment for student ability to learn at home and to check on well-being and mental health. Further offer of support in school will be made at this point. SENDCo's and Assistant Headteacher are available for parents to contact should any concerns rise throughout this period of lockdown.

Learning Support Assistants (LSAs) will contact all students on the Special Educational Needs register weekly, checking in with students and keeping that weekly contact. LSAs will offer support with their learning along with advice and guidance for subject specific concerns where needed. This is recorded in a central place and is done in addition to any calls pastoral leaders would make.

Any students who do not reply will be followed up by the SENDCo for that student. Parents will be sent letters informing them that this will be happening and to encourage their child to reply to the LSA. LSAs will be providing some support to students through joining live lessons and the use of breakout rooms.

Quality first teaching is the foundation on which our support for students with SEND is built upon. Teachers will differentiate their lessons and resources appropriately to ensure they are meeting the needs of all their learners. All students with SEND have student passports that outline their needs for teachers to refer to and adjust their teaching accordingly. The SENDCo has sent information to staff to support learning and teaching of students with SEN, this has included the use of various techniques in differentiation, presentation and scaffolding to support remote / online learning both live and set on Show My Homework. If students with SEND do not have access to IT equipment, then consideration will be given to prioritizing those that need this and loaned out.

Annual Reviews for students with an EHC and statutory work, will continue as normal as far as possible. All meetings will be held remotely and external agencies will be facilitated to work with students as per their plan.

Remote education for self-isolating students

Where individual students 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 students 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 ask staff to check if they have any students absent due to self-isolating. The tasks and resources for that lesson are uploaded to Show My Homework using Classwork or to Microsoft Teams. This will be done on a daily basis to ensure students self-isolating are following the normal school curriculum. Staff are asked to label the work consistently to ensure no confusion for students at home or those in the class. If appropriate, the member

of staff may provide voice over power points or may invite students self -isolating to join the class live using Microsoft teams.

