

Information on Remote Education

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Students at home due to a period of school or year group closure

1. The remote curriculum

Work set will be part of the school's coherently planned and sequenced curriculum.

This will be adapted where necessary e.g. in PE where students will have to do different activities although these will still focus on maintaining and developing subject-appropriate skills.

Work will be set as soon as is reasonably practicable after the start of a closure.

2. Remote teaching and study time

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

The minimum expectation is that five hours work will be set each day for all students.

Work will be set according to the timetable and scheduled so it becomes available to students at the start time of the lesson.

Work will be set so it can be completed within the hour. In general homework will not be set.

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

All work will be set on Google Classroom. Students routinely use this platform at school and for homework.

Clear explanations of new content will be delivered through high-quality curriculum resources, videos or live lessons. At least two thirds of lessons will contain a live or recorded element with every class having some live delivery in every subject.

3. Engagement and feedback

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

During periods of school closure, teachers will monitor engagement every lesson and feedback weekly on any concerns to parents by email and by adding a behaviour point to SIMS. A report will be run weekly for tutors and Heads of House. Tutors will lead a tutor time each week via Google Meet for students whose engagement is causing concern.

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

Teachers will assess work in line with the school's normal expectations, i.e. once every six lessons (or once per fortnight for subjects with 7+ lessons per fortnight). This means students' work will be reviewed in four subjects

each week, on average. There will not necessarily be written comments but the assessment will inform future teaching (ie, going back, going again or going forward) and be recorded in teachers' mark books.

Students at home for a period of self-isolation

NB: Where students are not in school because they are unwell, there is no expectation that they should complete work. Teachers may ask them to complete key pieces on their return.

1. The remote curriculum

Work set will be part of the school's coherently planned and sequenced curriculum.

2. Remote teaching and study time

(a) What should my child expect from remote education?

Teachers will ensure that, for classes with individual students at home, they post all lesson resources on Google Classroom and that these are as accessible as is reasonably possible, taking into account workload considerations, for self study. In addition, all homework is set via Google Classroom as assignments. Teachers may also signpost relevant video lessons from [Oak National Academy](#).

Work will be set as soon as is reasonably practicable after the start of an isolation.

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

The minimum expectation is that five hours work will be set each day for all students.

Resources will be shared according to the timetable; work set will be scheduled so it becomes available to students at the start time of the lesson.

Work will be set for the full hour and homework will also be set in accordance with the homework timetable.

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

All work will be set on Google Classroom. Students routinely use this platform at school and for homework.

3. Engagement and feedback

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

Teachers will assess work in line with the school's normal expectations, i.e. once every six lessons (or once per fortnight for subjects with 7+ lessons per fortnight). This means students' work will be reviewed in four subjects each week, on average. There will not necessarily be written comments but the assessment will inform future teaching (ie, going back, going again or going forward) and be recorded in teachers' mark books.

Accessing and engaging with remote education

1. Accessing remote education

(a) How are you supporting students to access remote education?

Please do not hesitate to contact your child's housebase if you need support with providing your child with the resources they need to access the online learning.

We have ensured that all students have access to a device with a minimum screen size of 7". We are also able to provide dongles and SIM cards so students have the data they need to access resources and upload work. More recently, we have applied to the DfE to be part of their scheme for increasing data allowances for disadvantaged children.

2. Engagement with remote education

(a) What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We would like all students to engage with all their lessons because this will support their achievement and this success is important for good mental health.

Our online materials have been planned to be accessed by students without additional support; we do not expect parents to act as teachers.

Encouraging your child to take specific actions to support learning and engage in their lessons will help more than your direct involvement in what they have to do.

For example:

- Encourage your child to stick to a routine based on the school day;
- Help them create a place to work, free from as many distractions as possible;
- Encourage them to read/listen to instructions from their teachers carefully so they are clear about what to do, how to do it and how to submit;
- Help them learn and remember more by:
 - offering to quiz them on what they have been doing/have done previously
 - asking them to summarise what they have been doing/learned during the day

They are familiar with techniques like this and they really do make a difference;

- Remind them to email their teachers if they are stuck; their teachers are there to help them;
- Make sure they take breaks from the screen and engage in physical exercise or activities like reading (click [here](#) for links to reading suggestions).

3. Additional support for students with particular needs

Students with SEND who have key LSAs will continue to be supported by them remotely, e.g. using Google Meet and ongoing intervention packages where appropriate.

4. Online safety

Please see our [e-safety](#) documents on the website.

When children are using Google Meet to participate in lessons or talk to teachers, please be aware of the following guidelines:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred, or neutral if this is not possible.
- The live class will be recorded so that if any issues were to arise, the video can be reviewed.
- Language must be professional and appropriate, including any family members in the background.
- Staff will only use platforms provided by Gillotts School to communicate with pupils.
- Staff will record the length, time, date of any sessions held - and attendance for pastoral sessions.

Please notify your child's housebase with any concerns.

Vanessa Sinclair, Assistant Headteacher (Teaching & Learning) is the senior leader at Gillotts with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

December 2021