

## **RGS HW REMOTE EDUCATION PROVISION - INFORMATION FOR PARENTS**

Reviewed 17 January 2021

This document is to provide clarity to pupils and parents or carers about what to expect from remote education whilst the national restrictions require our students to remain at home. It also applies when local restrictions require bubbles to remain home.

For details of what to expect when individual pupils are self-isolating, please see the final section of this document.

### **The remote curriculum: what will be taught to pupils at home**

The remote education curriculum will be aligned to the classroom curriculum as much as is possible. And, just like the classroom curriculum, it will be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step. Curricular goals will be made explicit remotely, as they would be in the classroom.

### **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?**

As above, the remote education curriculum will be aligned to the classroom curriculum as much as is possible.

We will use our Office365 platform to deliver work through Teams, SharePoint, and the VLE.

Please be aware that remote education is not the same as digital education. Sometimes, it may be more effective to deliver remote education through worksheets or a textbook.

If we use textbooks or worksheets to deliver said curriculum we will ensure that teachers can provide feedback and assess learning. Any worksheets will be aligned with the curriculum and provide meaningful work.

### **Remote teaching and study time each day**

We will continue to teach to the existing School timetable, but advise that live lessons take no longer than 1 hour within a 1 hour and 15 minutes timetabled period, and single lessons are shortened accordingly also. This is to allow the boys and staff to have a break from their screens before the next lesson, and also to allow the boys some autonomy over their own time/work patterns. We have extended the 5-minute break between periods 2 and 3 to 15 minutes.

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

The Government expects that remote education (including remote teaching and independent work) will take pupils broadly 5 hours each day.

We will not set homework for KS3, and expect homework for KS4 and KS5 to be set in-line with our Homework Policy- our HW TT is pretty complex, keep this simple

**Accessing remote education**

We will use our Office365 platform to deliver work through Teams, SharePoint, and the VLE.

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

We have sent a questionnaire out to all parents twice to ascertain any concerns with digital access, either access to the internet or access to hardware. We have addressed any issues on an individual basis, but ask that, if there are still access concerns, parents contact Mrs Forster [hmf@rgshw.com](mailto:hmf@rgshw.com) on confidential basis.

**How will my child be taught remotely?**

We use a combination of approaches to teach pupils remotely. Some examples include:

- live teaching (online lessons)
- recorded teaching (e.g. video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

We will ensure that our boys have an overview of the bigger picture and where a specific lesson or activity sits within a sequence of lessons or activities. We will also ensure that the boys have clear and high expectations of behaviour, both academic and personal.

Teachers will provide clarity of explanations because we recognise that we cannot easily correct misunderstandings or misconceptions. We will also ensure teachers are trained in

the 'split attention' effect; pupils can find it harder to concentrate, so the way we integrate words and pictures or graphs is important.

Finally, as it's harder for pupils to concentrate when being taught remotely, we will, where appropriate, divide content into smaller chunks.

### **How will my child's work be assessed in any online remote education you are providing?**

Subjects will set normal assessment tasks, which will be distributed/communicated via Teams/VLE. Feedback will be given in a variety of ways, including:

- verbally, maybe in the form of chatroom discussions
- as traditional marked work from the subject teacher, via 1-to-1 interaction tools
- via electronic means, maybe using interactive touch-screen questioning in live recorded lessons
- using adaptive learning software
- via the sharing of model answers

Peer interactions can provide motivation and improve learning outcomes. We will enable these through, for example, chat groups, breakout rooms or simple paired working via phone calls. We recognise that these help pupils maintain their social skills.

Some teachers have set up automated check-in emails to pupils to identify where they are with set tasks, and low-stakes quizzes and retrieval practice activities will also be used.

Modelling of new content may be followed by exercises or retrieval practice.

### **Engagement and feedback**

Boys must follow the Remote Learning Policy and the User Agreement below.

However, of greater importance is their willingness to engage with their remote learning. If work or attendance is not as expected, the subject teacher will contact the boy and/or parent in the first instance. If the work or attendance does not then improve, the subject teacher will then refer the issue to Mrs Chan who will contact parents. The boy's HoY will be made aware.

However, if, at any time, parents have any concerns we ask that they contact the Form Tutor or the HoY without hesitation.

For the very few boys who struggle to maintain engagement, the School will invite them into School where they will be able to access more support when needed.

Engagement increases when boys feel part of the School community. We will therefore ensure regular provision of whole-school digital assemblies, Form Times and feedback routes, for example through newsletters to pupils and parents, to help them feel part of the community even when learning remotely.

*As set out in the DHM letter of 7 January 2021:*

#### *Responsible User Agreement*

*ALL STUDENTS ARE EXPECTED TO ADHERE TO THE GUIDANCE AND RULES CONTAINED WITHIN THIS DOCUMENT.*

*Your parents have been made aware of this guidance, and your participation in any use of the RGSHW Office365 platform from Monday 11 January onwards will indicate your agreement with these rules. It is to be used in conjunction with other RGS policies for example the School Rules and the RGS Behaviour Policy Rules.*

- I will be responsible for my behaviour and actions when using technology (Teams and other interactive applications), this includes the resources I access and the language I use.*
- I will only use technology for school purposes as directed by my teacher.*
- I will only use Office365Teams #LiveTeaching when directed by the teacher.*
- I will not record or take photos of my classmates or teachers during a #LiveTeaching session.*
- I will make sure that all my communication with students, teachers or others using technology is responsible and sensible. If sending an email, I will only use my school email account.*
- When contacting your teachers this should be done mainly through submitting your work through Teams/VLE.*
- I will not reveal my passwords to anyone.*
- I will not deliberately browse, download, upload or forward material that could be considered as potentially upsetting to someone, offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher and/or my parent.*
- I understand that when using Teams and other applications provided by the school that my use can be monitored and logged and can be made available to my teachers.*
- I understand that these rules are designed to help keep me safe and that if they are not followed, school sanctions will be applied and my parents may be contacted. Guidelines: When using #LiveTeaching, remember that this is an extension of the classroom and you should conduct yourself as you would in a classroom. This includes:*
  - When you are on #LiveTeams you need to be in your living room, dining room or kitchen. Never join #LiveTeams from your bedroom.*
  - Please be on time for your interactive session • Be dressed appropriately for learning (i.e. no pyjamas)*
  - Remain attentive during sessions*
  - Interact patiently and respectfully with your teachers and peers. Use polite language and correct formalities (you are not talking to a friend).*
  - Do NOT record other student's online interactions.*
  - Please ensure you end the session as soon as the teacher indicates to do so.*

#### **Additional support for pupils with particular needs**

We recognise that some pupils, for example 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. Mrs Booth, Mrs Taylor and their teams will work with parents and carers on an individual basis to support those pupils.

Again, should parents have any concerns we urge them to contact their son's Form Tutor, HoY or Mrs Taylor.

### **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 differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

However, all work will be posted on Teams/VLE, and once again, we ask that parents contact subject teachers or their son's HoY if they have any concerns about ability to access said work.

Please let [attendance@rgshw.com](mailto:attendance@rgshw.com) know immediately if your son is too poorly to complete work so that we can disseminate this message to subject teachers and his HoY.