



# **Remote Education Provision at Lord Grey : information for Parents**

**Lord Grey Academy**

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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.

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

#### **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 it is possible and appropriate. However, we have made some adaptations in some subjects. For example, PE will look different when taught remotely as students won't have access to specialist equipment and facilities at home. We have also adapted our IT curriculum provision in some places due to the software requirements with some units.

We have developed pre-recorded teacher inputs for each year group. Years 7, 8 & 9 receive one recorded input per subject per week, Year 10 and Year 12 receive 2-3 per subject per week and Year 11 and Year 13 receive more than 3 per subject per week. We aim to ensure there is a variety of teaching methods exactly as we would within normal lessons in school in order to ensure we have used the right tools to deliver the knowledge or skills for students at the right level. In some year groups we are beginning to trial live teaching and tutor sessions in order to support students further. The availability of live teaching is subject to students having access to appropriate devices and a stable internet connection at home. Some pupils will receive specific approaches tailored to their circumstances.

Our approach to home learning follows the best practice as identified by the Education Endowment Foundation (EEF). This includes:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

We continue to sequence our remote curriculum in the same way as we do in school. Access is provided to high-quality online and offline resources and teaching videos that are all linked to our curriculum plans for each subject area. We believe that the remote curriculum should integrate new knowledge and skills as well as the review of prior learning and skills. In addition to our own high quality remote education resources we also use resources from other organisations such as Oak National Academy resources and Greenshaw.

To address computer access issues at home we will loan devices (laptops, computers etc), organise increased data allowances and provide wifi dongles wherever possible. The school has had some support from the Department for Education who have provided a number of laptops and we have also purchased many of our own. This has helped to provide a greater proportion of our students with the resources needed to access remote learning. For students unable to access remote learning via a computer printed resources, such as textbooks and workbooks are provided.

We have followed the normal school calendar of five lessons per day and have set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects covering a full breadth and depth of curriculum.

We continue to teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject through pre-recorded teacher inputs or live online teaching. This includes providing frequent, clear explanations of new content, delivered by a teacher in the subject or through high quality

curriculum resources and/or videos. Teachers work hard to gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks remotely to check work and monitor engagement with the remote education provision.

## **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:

Year 7 and 8	3-5 hours
Year 9 and 10	5 hours.
Year 11 and Sixth form	5+ hours dependent on coursework requirements in some subjects

## **Accessing remote education**

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

Our remote education is delivered via our [Lord Grey Virtual School](#). We have a google drive landing page that enables students to find their resources in one place rather than having to negotiate the multiple classrooms on google classroom. Students sign into the Virtual school after clicking their year group with their Lord Grey email account and password. Work is arranged per subject or curriculum area and includes all the resources needed for the week. For example, in History this may include the pre-recorded teacher input video explaining the work or the new concept to be learnt this week, the PowerPoint of the lesson and any resources.

Work is submitted through the Google Classroom function which enables staff, Students and parents/guardians to see the work that has been submitted.

There are also several help videos on our Video Hub accessed via the Lord Grey website. These videos guide students and their parents on how to access Google Classroom and how to submit and upload work.

### **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 a large number of Chromebooks which we can loan to students over a short or long period of time. This is organised by Simon Killen Assistant Principal please email

[simon.killen@lordgrey.org.uk](mailto:simon.killen@lordgrey.org.uk).

We have wifi dongles that we can loan to provide an internet connection please email

[simon.killen@lordgrey.org.uk](mailto:simon.killen@lordgrey.org.uk).

Work should be submitted by Google classroom. This can be accessed by a range of devices including a mobile phone, tablet and even Xbox and PlayStation. Please do see our Facebook, twitter and Instagram for more information.

Paper copies can be requested by emailing your head of house.

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

We use a combination of the following approaches to teach pupils remotely and we believe the variety of this is really important to continue to stimulate students in the remote world as well as reducing eye fatigue:

- Pre-recorded teaching by Lord Grey staff or reference to Oak National Academy. These form part of our teacher inputs and will be in addition to the resources provided.
- Uploaded paper packs produced by teachers (e.g. workbooks, worksheets, PowerPoints, resources etc.)
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as GCSEPOD, Mathswatch, Seneca, Educake.
- Live teaching (online lessons)- this is being trialled in many different faculty areas and this is the dominant way of teaching in the Sixth Form. Please do encourage your child to attend if they are invited to a live lesson. Where live lessons take place, they may be in the format of a drop-in session or may include a period of delivery of new subject matter followed by some independent learning.
- Retrieval quizzes on prior knowledge - Short questions that recap prior knowledge of work that is linked to their learning. Provide answers so students are able to self-mark. This can be done as a worksheet/PowerPoint slide or Teams quiz and can be based on knowledge organisers.
- Submission of work - Students submit completed work as evidence to the teacher and upload as a photo, completed worksheet, completed quiz via google classroom. Teachers will provide mark schemes so students can self-mark.

## **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 would request that parents help students to keep the routine of school by helping students to follow their usual school timetable. This enables them to have the same routines as they would normally have at school and should help the transition back to school too. Due to the variety of ways work has been set, students do not necessarily need to be on the screens for five hours a day and it is advisable to break this screen time by completing work on paper and sending a photo of the work back. All students are expected to engage in remote education via Virtual School and upload work (including photos of handwritten/drawn pieces) via the Google Classroom.

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

Each teacher uses a weekly assessment to inform their teaching and learning of the proceeding week's curriculum planning and sequencing to check the skills and knowledge are secure before moving on. This assessment is rated with a broad colour determining the quality of work completed rather than an assessment grade from a specific assessment objective. This is then given to the tutor/Head of House/Pastoral team, who will make the phone call to parents to inform them. However one of the benefits of using Google Classroom is that the programme registers automatically work submitted on time as well as adding work to a missing to do list if the submission deadline has been missed.

## **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 regular 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 should receive feedback tailored to their needs on one piece of work each week per core subject. Where students have only one lesson per week in a particular subject, (for example students in Y7 have Drama or Dance just once per week) individual feedback may be less frequent.
- In some cases, teachers will use 'whole class assessment' and may share this as a document or verbally via a recorded or live lesson. With whole class feedback, students are given guidance to improve based on their teachers' understanding of their progress as a class with some guidance on which aspects of this feedback may be most pertinent to them. This is often followed up with a reflection task.
- Where online quizzes are set by teachers, it may be that scores or feedback are provided instantly. This is an automated process used in some subject areas and should provide students with some understanding of their performance.
- In live lessons, feedback may be verbal, or typed on a document whilst a student is completing their work.
- Finally, for longer pieces of work, teachers may annotate the work itself to provide guidance and provide a summary comment to praise and to direct next steps. Not all work of this kind will be provided with a grade or score.

Please be aware that in the case of coursework or Non-Examined Assessment (NEA) there is often strict guidance from examination boards about the quantity and types of feedback that may be given to learners about their work. This may limit what feedback teachers can provide.

## **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:

Just like during times when we see our students face to face in the classroom, we are always very keen to see that all students have access to a broad and balanced curriculum. As such, for the vast majority of learners, students will be following their usual timetable of lessons which have been adapted for remote teaching.

Students who are needing additional support in Key Stage 3 will be guided and helped by their class teacher who is best contacted via email or via the Google Classroom chat function. This will be the person who knows them well and is best placed to give them the help they need. If a child is struggling to understand or complete the work that they have been set, their class teacher is the first point of call for help.

For learners in Key Stage 4 and 5, work is set by their usual class teacher who will understand their needs well. Where necessary, work set will be differentiated for some learners to ensure it is accessible and that they continue to make good progress. At all times, teachers can seek the support of the Inclusive Learning team for specific advice on how to guide and support individual students.

Although accessing and using Google Classroom and the other associated packages such as Google Docs and Google Drive is quite instinctive, it is different to other packages that students might have used before. We have therefore provided a series of support videos to guide learners and their families through the process of logging in, navigating around and completing and submitting work. These can all be accessed at any time via the Video Hub on the Lord Grey website.

## **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. Our curriculum aims and delivery via Virtual School will remain the same.

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

The only difference for this circumstance to the above is that there would be less pre-recorded teacher inputs and more reliance on the uploading of curriculum resources which would continue the curriculum sequence, depth and breadth in this occurrence.