



Minerva
Learning Trust

Remote Learning Guidance for Parents and Carers

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1. Remote education provision: information for parents/carers

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home or, where individual students are self-isolating.

The school's mission is to provide an **'Exceptional education for every student, every day'**.

Our remote education provision has been carefully planned and designed to help us achieve our mission. We think the best way to meet our mission is to provide live lessons that mirror the in-school curriculum as much as possible. Live lessons will ensure that our students receive clear instructions, are engaged, and receive timely feedback – all key principles of our teaching and learning policy.

2. The remote curriculum: what is taught to students at home

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.

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

During the first day or two of remote education, your child will be able to access their learning in the following way:

- A subject teacher email will be sent to all students via their school MS Outlook email account (username@hgcsco.uk). This email will outline the immediate work that students can access, on their own, whilst learning from home. A link will be provided in this email to the relevant home learning section of the HGCSO website (<https://hgcsco.uk/learning/home-learning>)
- All students have been provided with digital literacy lessons in preparation for potential school closures so that they can access the home learning work.
- The work set in the home learning section of the website will be appropriate to the subject, the year, the class and the ability of the student.
- If the announcement of a school closure gives staff time to plan home learning whilst the students are still in the school, then students will be sent home with relevant resources to support the home learning lessons found on the HGCSO website, e.g., the Art staff will provide art resources and paper for students to take home with them.
- The work set will be planned so that students can work independently.
- The work set will mirror the curriculum and will be relevant to their sequence of learning- this will be particularly important for KS4 students on a GCSE or BTEC course.
- The work set will prepare the students for a period of home learning and will be reviewed in the next appropriate teacher led live lesson.

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; these have been listed below:

- Some sensitive topics in our Personal Development (PD) curriculum may change so that the teacher can deliver these topics when face-to-face, back in the classroom. A PD teacher may prefer to deliver topics such as puberty, drugs education and bereavement when the teacher can see the students so they can gauge emotional reactions and respond accordingly.
- Personal Development lessons will change during a school lockdown to incorporate more wellbeing discussions and activities to support student wellbeing whilst learning from home.
- Practical lessons such as Physical Education, Technology and Drama may change slightly to focus on theory elements of the course.
- Teachers will endeavour to send resources home if students are required to produce practical work for their course, e.g., GCSE Design Technology resources such as paper, rulers, compasses etc. However, this may not be feasible most of the time.

3. 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. The Statutory minimum number of hours is five hours in secondary schools:

Key Stage 3	5 hours + 15 mins of tutor time
Key Stage 4	5 hours + 15 mins of tutor time
Key Stage 5	N/A

4. Accessing remote education

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

- We use MS Teams for live lessons; MS SharePoint for pre prepared resources; and MS Outlook school email accounts for communication with our students.
- Teachers are encouraged to use the assignment function in Teams to give live feedback to student work, particularly important in BTEC coursework lessons.
- Teachers are encouraged to use MS Forms to set low stakes quizzes to check for understanding in lessons.
- All students have received digital literacy lessons at the start of the academic year, and these are revisited at appropriate times throughout the year in preparation for a school closure. The aims of these lessons are to ensure that all students know how to use Teams and Outlook if required to learn from home.
- Some subjects have specific third-party applications for students to interact with at home, e.g., Science use "Educake" and MFL use "Memrise". Where specific software is used for home learning, teachers must ensure that students know how to use these before setting work from them.

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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

- Parents can request laptops and 4G routers using the device request form on our website or by contacting a Head of Year directly. Once a request has been placed, the HoY will check these and place the request in school.
- Once a laptop or router has been allocated, an IT terms of usage will be issued, which will need to be signed and returned to school. Once signed for, the device will then be released for loan.
- When all laptops and routers have been allocated, pupils will be placed on a waiting list until we have a further allocation increase from the DfE. Whilst on the waiting list, parents will be informed about the DfE mobile data increase scheme, as a potential solution. Relevant information will then be collected in order to increase mobile data until July 2021.
- In the rare instance that a student cannot access home learning via a device then printed work will be sent home for the student to access and this will be accompanied with contact from the Head of Year with instructions from the subject teacher. If students do not have online access to submit work for feedback, then their Head of Year and subject teacher will set up an appropriate and alternative process to offer feedback.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Live teaching (online lessons). The entire lesson may be delivered live or the start, middle and the end of the lesson will be live to encourage the student to undertake independent activities. The vast majority of live lessons will have teacher-student interaction.
- Some lessons will be recorded teaching (e.g., Oak National Academy lessons, video/audio recordings made by teachers) where appropriate.
- In rare situations, printed paper packs produced by teachers (e.g., workbooks, worksheets) will be provided.
- Relevant textbooks and reading books that pupils have at home may be used
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g., “Educake” and “Memrise” may be used.
- The school will avoid an over reliance on long-term project work and/or internet research activities as students can find these activities demotivating if conducted over a long period of time.

5. 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?

Student expectations:

- Students are expected to attend every live lesson on their Teams calendar at the same times that they would follow lessons in school.
- Students are expected to engage with the live lessons to the best of their ability, asking the teacher for support if they don't understand.
- Students are expected to have the appropriate equipment with them at the start of the live lesson.
- Students are to submit work completed at home, following their teachers' instructions.
- Students are to follow the school's behaviour code of conduct when taking part in live lessons.
- If students cannot attend a live lesson for a valid reason, then parents/ carers must contact the school to report the absence.

Parent/ carer expectations:

- Parents and carers are to ensure that their child has a quiet place to access home learning.
- Parents and carers are to ensure a routine is followed by their children following the times of the normal school day e.g., Lesson start and end times, screen breaks and lunchtimes
- Parents and carers are encouraged to contact the school if there are any issues with regards to technology or access to home learning e.g., no access to a suitable device or internet outage
- Parents/ carers are to contact the school if their child is going to be absent from a live lesson e.g., dentist appointment or illness.

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

- Registers are completed by teachers for every lesson.
- Student attendance, punctuality and engagement are recorded, and this information is used to form an "Attitude to Learning" grade which is included in the regular reports our students receive.
- If teachers are concerned about a student's attendance to live lessons, then the Head of Year or subject teacher will contact home to investigate.

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:

- Live feedback in the live lesson is encouraged via the use of low stakes quizzes, whole class feedback, MS Forms, polls, chat function written answers and verbal answers from students- these are all used to assess student understanding when the live lesson is taking place.
- As well as live feedback, teachers will feedback on extensive pieces of work, usually in the form of assessments e.g., BTEC coursework assignment feedback. This may take place over the use of the Teams "Assignment" function where teacher comments can be given live as students are working on a piece.
- Feedback expectations mirror our classroom feedback expectations where one piece of extensive work is given deep feedback at least once per half-term e.g., an end of topic assessment or feedback on a piece of written coursework.

6. 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:

- Our aim is to deliver as many Live lessons as possible therefore your child should be taught by their existing teacher, who will know and understand your child's needs
- Relevant additional support to suit individual SEND student needs will be highlighted by the SEND team and relevant support for students will be provided e.g., laptops with Lexia installed.
- This support will be shared with subject teachers so teachers can plan their live lessons accordingly to suit individual student needs
- Instructions have been adapted and provided for SEND students e.g., how to access MS Teams calendar
- Vulnerable students will be invited into school, as part of the Key Worker and Vulnerable provision, where they can access home learning with adult support.
- In rare situations, appropriate paper-based resources will be sent home to SEND students.

7. 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?

- Self-isolating students will be able to access the same lessons that are being delivered in their class in school as these lessons will be broadcast home through MS teams and your child will receive an invite email to join the lesson.
- All teachers will be delivering their lessons live from their classroom via MS Teams. If for some valid reason this can't take place for self-isolating students, then the subject teacher will supply relevant resources via the Online Learning Platform.
- Relevant work will be set, that self-isolating students can work on independently- this work will match the work that students are focusing on in the classroom.
- In this case, feedback will be given via email communication between the teacher and the student and student work will be reviewed when the self-isolating student returns to school. This is so the self-isolating student do not fall behind their peers with regards to following a well- sequenced curriculum.

