

Remote education provision: information for parents

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.

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

The remote curriculum: what is taught to pupils at home

A pupil'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 pupils being sent home?

Provision for the first day or two of students being sent home, or self-isolating students takes the form of 'blended lessons' where teachers teach their usual class in school and also have a 'live lesson' running for any members of the group studying from home. In addition, teachers communicate with self-isolated students via school email. A selection of general subject resources are clearly marked in Moodle for any students who are awaiting test results and paper based resources are provided for students who cannot access live lessons.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- 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. For example, Year 11 received 'live lessons' with their usual subject teacher, however years 7-10 accessed resources for each of their subjects via our in school VLE Moodle. All of the work was a continuation of their usual curriculum and followed their normal curriculum provision in school, with the addition of some tasks to consolidate prior knowledge.

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:

Key Stage 3 and 4	<p>We expect all students to access five hours of remote education each day.</p> <p>KS3 will be expected to attend or watch recorded 'live lessons' for 3 or 4 hours per day (19 hours in total per week) and are expected to complete independent work and PD and PE activities alongside this. This makes up 25 hours of remote education per week.</p> <p>KS4 will be expected to attend or watch recorded 'live lessons' for 3 or 4 hours per day (17 hours in total per week) with bespoke lessons from their usual GCSE teachers and are expected to complete independent GCSE work and PD and PE activities alongside this. This makes up 25 hours of remote education per week.</p>
-------------------	---

Accessing remote education

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

Richard Lander has been using a Virtual Learning Environment called Moodle for some years. The site is accessed via the school website using students usual school logon. Moodle pages are created for each class group and contain links to resources and assessment activities including quizzes and Assignment hand-in points.

Students also have access to Microsoft 365 and Webmail to support in the completion of work.

As part of this provision 'Live lessons' are provided via a video conferencing software called BigBlueButton. Students access this via their Moodle class page using their school username/password. All lessons are recorded and can be viewed back at a later point.

Some other examples of online tools used for both delivery and assessment by different subject areas are Hegarty Maths, MyMaths, Mathswatch, Seneca, Tassomai, Memrise, Kaboodle, Whiteboard Fi.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- Richard Lander have undertaken an audit of whether students have access at home concentrating on vulnerable and Pupil Premium students and families. This has been coordinated by the pastoral team. Parents/carers can find out more information or request support by emailing our enquiries address enquiries@richardlander.cornwall.sch.uk or by telephone on 01872 273750.
- As part of the audit undertaken by the pastoral team, parents have been asked about access to the internet. Parents/carers can find out more information or request support by emailing our enquiries address enquiries@richardlander.cornwall.sch.uk or by telephone on 01872 273750.
- At the moment we have supported parents with devices in preference to providing paper based resources however parents and students a can request any printed materials needed by emailing our enquiries address enquiries@richardlander.cornwall.sch.uk or by telephone on 01872 273750.
- At the moment we have supported parents and students with devices in preference to submitting work on paper however parents and students a can request any printed materials needed by emailing our enquiries address enquiries@richardlander.cornwall.sch.uk or by telephone on 01872 273750.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- live teaching (online lessons)

KS3 students are expected to attend or watch recorded 'live lessons' for 3 or 4 hours per day 19 hours in total per week.

KS4 students are expected to attend or watch recorded 'live lessons' for 3 or 4 hours per day (17 hours in total per week) with bespoke lessons from their usual GCSE teachers.

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

Students can watch back 'live lessons' which are all recorded, in addition teaching staff have provided some recorded lessons and links to other resources including Oak National Academy/ BBC resource etc.

- GCSE Workbooks and Textbooks
- 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 in some subjects such as Music and also in addition to the Live Lessons outlined above.
- 1:2:1 on-line tutor sessions for targeted students

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?

Parents and students have all been given information about their online 'Live Lesson' timetable including information on expectations around attendance and engagement.

KS4 parents and students received separate guidance around engagement at GCSE and the importance of this.

Parents and students have been informed that they will need the usual school equipment list and paper to write on. Parents can support their child by providing a quiet place to work and a laptop or computer to access 'Live Lessons'.

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

- At KS4 teachers monitor the number of students attending 'live lessons' and handing in the work set. Parents are informed via the school's Information System SIMS InTouch if there is a concern about their child's lack of engagements. Pastoral leads will be monitoring students with low levels of engagement and contacting parents. The SEND Team make weekly phone calls to students who are SEND/PP and/or vulnerable to check up on engagement and wellbeing.
- At KS3 students' usual teachers are monitoring work set and handed in and rewarding engagement. Pastoral leads will be monitoring students with low levels of engagement and contacting parents. The SEND Team make weekly phone calls to students who are SEND/PP and/or vulnerable to check up on engagement and wellbeing.
- KS4 students are monitored lesson by lesson with the pastoral team addressing recurring issues. Reporting on accessing remote provision will occur weekly for KS3 students.
- Parents are informed via the school's Information System SIMS InTouch if there is a concern about their child's lack of engagement. Pastoral leads will be monitoring students with low levels of engagement and contacting parents. The SEND Team make weekly phone calls to students who are SEND/PP and/or vulnerable to check up on engagement and wellbeing.

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 pupil work is as follows:

- At KS4 the majority of work is handed in via Moodle Assessment points and assessed by their teacher against GCSE mark schemes with feedback given. Assessment also takes place in lessons via questioning and external quizzes and websites. At KS3 subjects are still required to follow the school Assessment Policy and assess one piece of extended work per half-term, in addition to this, teachers will set homework and use questioning, quizzes and external website assessments.
- Students will receive feedback on work handed in via Moodle Assessment points.

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:

The SEND Team make weekly phone calls to students who are SEND/PP and/or vulnerable to check up on engagement and wellbeing and make sure that access to online lessons is available. The school continues to be open for vulnerable students.

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.

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

Provision for self-isolating students takes the form of 'blended lessons' where teachers teach their usual class in school and also have a 'live lesson' running for any members of the group studying from home. In addition, teachers communicate with self-isolated students via school email. A selection of general subject resources are clearly marked in Moodle for any students who are awaiting test results and paper based resources are provided for students who cannot access live lessons.