



West Heath School

Remote Education Provision – 2020 – 2021

In responding to the extraordinary circumstances of the Covid-19 pandemic we have sought to provide a full and varied curriculum for students unable to access learning in school. Students offsite will increasingly have access to their full timetable, so that when their peers in school are accessing a lesson, they too can access the same content simultaneously, sharing not just access to the same tasks and resources, but to the teacher too.

However, while a huge amount of care and effort has gone into creating and developing our remote education provision, and will continue to put into constantly reviewing and improving it, it first needs to be put into the context of one key principle.

While it would be hard to find an educational professional who would not say that they value the broad emotional and psychological wellbeing of children and young people, for the whole West Heath community this is at the core of what we do, and in a solid, practical sense. We know that engaging in learning is itself good for wellbeing in so many ways. We know too that in order to be able to learn, children and young people, particularly when anxious and uncertain, need additional support. Sometimes it's having a supportive voice, or someone who's ready to listen, whatever the concern may be. At other times it's being able to step away from a task, perhaps to return to it at some point later, or in some cases not at all. In some instances it can be having someone skilled in instilling self-belief, someone who is able to bear the fear, confusion, sadness or anger that's being felt.

For children learning in school, these roles are played by skilled and highly dedicated staff. For those learning at home, whatever contact school staff are able to have, it will be parents and carers who more consistently meet these real and challenging needs. So, while we seek to provide a comprehensive programme of learning through our remote learning provision, we recognise that the manner and extent to which individual students access it will vary. We will work with parents and carers to make those moment by moment, day by day decisions as to what's right for their child or young person. Sensitively and skilfully we will help them make the decisions that will support and encourage learning, whilst prioritising the psychological and emotional wellbeing of each individual child and young person.

Remote education provision: information for parents

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from our remote education provision if local restrictions require entire cohorts (or bubbles) to remain at home.

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

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?

While it may take a few days to have remote provision fully operational, students who are sent home will be provided with work that they can engage with. Alternatively, homework will be made available via our VLE provision – Satchel One

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?

Yes, we endeavour to deliver broadly the same curriculum to students learning remotely as we do to those learning in school. All students learning remotely will have a full timetable, and they will be able to access lessons simultaneously with their peers who are learning at school.

While there may be a wider range of resources available in school, lessons will be planned in such a way as to enable those learning remotely to fully engage. Where physical resources are required for tasks, we will endeavour to ensure that students learning remotely have access to these.

Remote teaching and study time each day

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

Students in receipt of remote learning will have access to a full timetable. However, we recognise that their capacity to engage with what for some might be an intense and overwhelming programme, may be limited. We will therefore liaise closely with parents and carers, and work with them to determine what we may expect of each student in terms of time spent studying. Paramount is the need for remote learning to be a contributor to student progress and wellbeing, rather than for it to become something that leads to greater anxiety and declining mental health.

Accessing remote education

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

Students will access our remote provision via Satchel One. This is available as a free app, which can be downloaded onto computers, tablets or mobile phones. Students and parents will be provided with individualised log in details.

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:

- Where a student does not have access to a suitable device for accessing our remote learning provision, we would ask that parents / carers contact the student's Tutor or Head of Year. We will then endeavour to supply a suitable device.
- This device will be loaded with any software necessary for a student to access remote learning.
- Parents and students will be expected to take all reasonable steps to ensure that any equipment provided by the school is maintained in good order. It will also be expected to be returned once the student is no longer working from home.
- In the event that equipment is damaged or not returned, parents / carers will be asked to contribute to the cost of replacement.
- Parents / Carers will be responsible for ensuring that equipment is not used to access inappropriate or unacceptable materials.

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:

- simultaneous delivery of lessons via Satchel One to students learning in the classroom and to those learning at home
- use of video conferencing using software such as Microsoft TEAMS between staff at school and a student remote learning
- video / audio recordings made by teachers
- recorded teaching making use of external resources eg Oak National Academy lessons
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books students may be supplied with for use 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.

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 ask parents /carers to do what they are able to encourage and facilitate their child's positive engagement with our remote learning provision.
- We recognise the challenges in securing such engagement on a consistent basis, as well as the need to use judgement to determine what in any moment is in the best interests of an individual young person. We will therefore liaise closely with parents /carers on an individual basis to agree what our expectations should be at any particular point in time. Broadly however;
- We will expect that students will engage with the opportunities and support made available through our remote learning provision. Ideally they will regularly attend their timetabled lessons, catching up on work missed when perhaps they are unable to "attend" a lesson at the scheduled time.
- Similarly, we would expect students to use the channels of communication to ask for support and clarification where necessary.

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

In this section, please set out briefly:

- Pastoral teams will regularly monitor student engagement. They will also liaise with teaching colleagues so that in weekly communication with parents /carers they will be able to discuss any issues.
- Liaison may be via email or phone. Teachers will have the capacity to inform parents /carers directly of any questions or concerns that they may have. Similarly, parents /carers are able to view how their child is engaging with their provision and can themselves choose to initiate contact with the relevant Tutor or Head of Year regarding any queries or concerns they may have.
- Where any issues do arise, school staff will work with parents /carers, and the student themselves to identify strategies for resolving them.

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

A variety of approaches will be employed to feedback to students. These may include;

- Feedback, comments, support and encouragement during lessons using the live chat facility
- The regular marking of tasks
- The use of quizzes
- Whole class feedback

Remote education for self-isolating students

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

It is our intention, as far as proves possible, to deliver on-site lessons via our VLE provision. This will mean that all students, whether they are working in school or at home will, broadly speaking, have access to the same lesson, with the same resources and tasks. This will mean that any student self-isolating will benefit from the same approach as described throughout this document.

Where, for whatever reason, this is not possible, a student will continue to have access to a large quantity of lessons and learning resources via our VLE provision. They will be supported in engaging with this material by their Tutor, in liaison with teaching staff. Regular communication will be maintained between home and school to ensure that a good level of support is in place so that learning and student wellbeing can continue to be supported during the period of isolation.