

MILLAIS SCHOOL : 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 our remote education where national or 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.

We update our *Online Remote Provision for Independent Learning* page on our school website on a weekly basis as well as providing supporting guidance and links to help at home :

<https://www.millais.org.uk/app/os#!/parents/online-remote-provision-for-independent-learning>

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?

With our prior experience of working remotely during previous partial school closures, we are confident that we can 'flick the switch' between face to face teaching and remote provision, however we recognise that sometimes, depending on the length of notice given before a closure, staff will require time to prepare remote presentations.

Therefore, the first day or two will see lesson content predominantly shared via assignments set on Teams and subject specific platforms such as Hegarty Maths and Seneca in Science.

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. For example, with practical subjects such as DT, Textiles, Art, and practical Science experiments, we take into consideration that students may have limited access to equipment and materials.

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:

		Remote Teaching	Independent Work
Key Stage 3	Year 7	In line with the DfE guidance, we are setting students 5 hours of work per day and encouraging students to use the timings of the school day to move from subject to subject.	Students will not be set explicit 'Homework' as they would in school as we appreciate independent skills are being developed inherently. We provide a depth and extension site for each subject where students can opt to complete tasks. Especially at KS4, more time may well be spent on extended independent work to complete an entire assignment or task in lieu of no 'Homework' being set, and this enables students to keep up to speed with the curriculum content.
	Year 8		
	Year 9		
Key Stage 4	Year 10		
	Year 11		

Accessing remote education

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

- Microsoft Teams
- Frog

Each Curriculum Area has specified which of these platforms they are using, and all students have been directed to Frog, during the first few weeks of the Spring Term, where they will see their subjects posting assignments explaining where to go.

Now that they have become familiar with this practice, next steps will see a notification on Frog clearly showing where subjects are, without teachers having to post separately.

Unless told otherwise, students are expected to use Microsoft Office Apps to complete assignments (Word, PowerPoint and Excel are the most common formats) Everyone has free access to Microsoft Office 365 and can install it on any device at home.

Guides are available on the website (link at the top of this document)

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:

- We aim to provide laptops to students who do not have access to one at home. Students complete digital access surveys in school and this helps us to identify the digital gap, including both device access and connectivity to the internet. Students who are in receipt of DfE laptops from 20/21 will keep these for the duration of their time at school. Some students have permanent access to such devices. We also have access to DfE enabled Wi-Fi routers and we ask anyone struggling with accessing the internet to contact us. To find out more information about this or anything to do with getting set up for remote learning please email remoteaccess@millais.org.uk or contact the school by phone. The school supports the Free Mobile Data Providers Scheme. Please follow this link to our Online Remote Provision for Independent Learning page on our school website : <https://www.millais.org.uk/app/os#!/parents/online-remote-provision-for-independent-learning>
- We have an alternative arrangement for some students and provide a Paper Work service. Students who qualify for this service have the option to collect work from the school on a weekly basis or benefit from a delivery service in the local area. This system relies on students actively participating and returning completed work to school on a weekly basis. Some students have a postal arrangement in place.

How will my child be taught remotely?

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

- live teaching (online remote lessons)
- recorded teaching (e.g. video/audio recordings made by teachers, links to Oak National Academy lessons if appropriate)
- remotely set assignments via Teams
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – for example Seneca and Kerboodle

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?

- Our expectations for students' engagement with remote education is that they will fully engage with their timetabled lessons and should log onto the remote learning resources lesson by lesson, as summarised on Frog (VLE).
- We appreciate that for some families it is not possible to join every live meeting and hope that most students are able to join as often as they can.
- Work set by teachers is set with clear instructions about how it needs to be completed and returned – most often this means it needs to be attached to an assignment.
- We ask that parents help with getting their child organised with their timetable and any books they have at home, much like they would in packing their school bag the night before.
- We encourage parents to read through assignments with their child, especially at Key Stage 3 to ensure understanding of the task ahead.
- We strongly recommend that students complete the work independently and if they have any questions their teacher is on hand to email or communicate via their Team during the timetabled lesson.
- Attendance to 'Live Lessons' will be recorded as will engagement with the learning tasks and the handing in of assignments as expected by the class teacher.
- Expectations of parental support also includes keeping up to date with the Headteacher's Weekly Briefings. Copies of which are available on the website : <https://www.millais.org.uk/app/os#!/covid-19-2> Parents have been receiving regular advice regarding their child's online remote learning through these Headteacher Briefings but may wish to also use the documents below for help and advice :

[Supporting your children's remote education during coronavirus](#) (DfE)
[EEF \(Education Endowment Foundation\) Resources for parents](#)

- The most important thing is that students share their work with their teachers so that feedback can be given, and students are able to respond to it. We have a Stream Channel devoted to showing students how to upload their work and other helpful guides which can be accessed here : <https://web.microsoftstream.com/channel/789634d7-3d84-4e39-81f0-9b827ebfc531>

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

- Teachers check in with their class's engagement lesson by lesson, we monitor attendance at live lessons, engagement with the work set and we track work submitted on MINT class. This information will be tracked by the attendance team who will contact parents by email if their daughter is not attending lessons.
- If engagement continues to be a concern this will be passed to the Director of Year for that year group who will arrange for the parents/carers to be contacted by phone by either the attendance or pastoral team. Parents/carers can discuss with a member of the school staff what further support may be required.

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:

In this section, please set out briefly:

- Students work will be assessed using online remote learning platforms unless the student is working on paper-based copies assignments, in which case these will be marked after they have been submitted.
- The method of feedback will vary depending upon the subject. Information about assignments, when they are to be handed in and expectations regarding feedback from the teacher, will be given to students by the classroom teacher. The completion of assignments is tracked, and students can expect the non-completion of work to be followed up.

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 provision for students with SEND has a layered approach:

Universal Support – provided to all students on the SEND register:

- Regular check-in emails. For the majority this will be once every three weeks, from a Learning Support Assistant (LSA), asking them to feedback on how they are getting on and offering support. Those students who are currently receiving Learning Mentor Support for SEMH needs will receive weekly check-in emails from Learning Mentors

Targeted Support – for students who are already known to have high needs, who self-identify as requiring support from the check-in emails or who are referred by school staff, other professionals, or parents. This may include:

- LSA support during live lessons, via a 'break out room' or the 'chat' function
- 1:1 LSA support via Teams or phone call to structure the day and support with any challenging tasks
- Regular 'check-ins' with an LSA via Teams, 1:1 or in a small group.

Specialist support -for students who have an EHCP, for whom an EHC needs assessment application is being considered, who's SEN is incompatible with remote learning or those with SEN and other risk factors (for example being in Local Authority Care). This may include:

- Personalised differentiated work by class teachers and by LSAs in liaison with class teacher, provided to students directly
- Risk assessments for students with EHCPs completed in line with WSCC guidance, in liaison with parents
- Allocation of a place within the year group 'Bubble' provision
- Allocation of a place in school with LSA support
- Regular communication between SEND team and parent/student including preparations for the return to face-to-face learning, with a pre-return onsite visit if necessary
- Continued access to outside agency support, for example Speech and language Therapy, where possible.

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?

To ensure individual students self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day, we notify the individual's teachers so that they know to direct the student to the relevant sections of the online remote provision.

Our attendance tracking system closely monitors individuals and small groups who are isolating and for how long. Teaching and support staff are notified immediately if remote provision is required.

We are working towards a blended provision so that, at a flick-of-a-switch students are able to keep up with the topics being taught whether face-to-face or remotely.

Our provision of feedback remains the same as described previously.