

# 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?

Lessons will be moved to Google Classroom immediately with provision in place from day one. Students need to work through the work set on Google Classroom and other platforms e.g. MathsWatch, Educake etc. Students are also emailed a digital copy of the Independent Learning Booklets which could be used to supplement their learning.

### 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, in Dance or PE the lessons are more theory based.

# 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:

<b>Key Stage 3 and 4</b>  Remote Learning mirrors the usual timetable in both structure and time spent studying.	<b>Key Stage 3</b>  8.45am - 2.15pm (4 hours 50 minutes) <table border="1" data-bbox="770 618 1200 1052"><tr><td><b>Registration:</b></td><td>8.30 am - 8.45 am</td></tr><tr><td><b>Lesson 1:</b></td><td>8.45 am - 9.40 am</td></tr><tr><td><b>Lesson 2:</b></td><td>9.40 am - 10.35 am</td></tr><tr><td><b>Break:</b></td><td>10.35 am - 10.50 am</td></tr><tr><td><b>Lesson 3:</b></td><td>10.50 am - 11.45 am</td></tr><tr><td><b>Lesson 4:</b></td><td>11.45 am - 12.40 pm</td></tr><tr><td><b>Lunch:</b></td><td>12.40 pm - 1.20 pm</td></tr><tr><td><b>Lesson 5:</b></td><td>1.20 pm - 2.15 pm</td></tr></table>	<b>Registration:</b>	8.30 am - 8.45 am	<b>Lesson 1:</b>	8.45 am - 9.40 am	<b>Lesson 2:</b>	9.40 am - 10.35 am	<b>Break:</b>	10.35 am - 10.50 am	<b>Lesson 3:</b>	10.50 am - 11.45 am	<b>Lesson 4:</b>	11.45 am - 12.40 pm	<b>Lunch:</b>	12.40 pm - 1.20 pm	<b>Lesson 5:</b>	1.20 pm - 2.15 pm
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## Accessing remote education

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

Students will log onto Google Classroom where all tasks are set by their teachers. Students access by using their school email account details and passwords.

A range of digital platforms are used to supplement learning. Students are issued with separate logins for these platforms by their subject teachers. Platforms used e.g. Educake, Maths Watch, Seneca Learning, Quizlet and Active Learn.

### 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:

- Electronic devices are loaned to students who need them. Parents should email [chromebooks@amsi.school](mailto:chromebooks@amsi.school) or email their child's Head of Year/Teacher.
- Dongles can be provided for students without internet access (although supply is limited)
- Paper copies of the Independent Learning Booklets can also be provided for students who struggle with online provision or do not have access. This is arranged by their subject teachers / pastoral leads.
- Students without devices/ internet access can be permitted to attend school and be supervised as part of the vulnerable students' group- please liaise with the Head of Year if you would like to request this.

## How will my child be taught remotely?

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

At Arts and Media Islington we use a range of strategies and approaches to teach remotely.

Some examples of our remote teaching approaches:

- live teaching via Google Meets (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- 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 Mathswatch. Educake and Pearsons

Teachers are supported to consider which approaches are best suited to the content they are teaching and the age of their pupils.

## 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?**

### Expectations for Students

Students are expected to:

- Attend registration via google meets every day.
- Follow their timetable which appears on their google calendar.
- Contact teachers with any concerns with their learning.
- Respond to feedback from teachers.

### Expectations for Parents

- Encourage and support their children's work, including finding an appropriate place to work, checking that set work is completed and ensuring they have some structure to the working day: start and finish times and appropriate breaks.
- Contact the pupil's tutor/teacher if there are any concerns.
- Use the guides for how to access Google Apps (GMail, Classroom, etc.) which on the school website

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

### **How and how often do we check students' engagement with remote education?**

- Teachers monitor engagement with the work that has been set and follow up with a text, email or phone call where there are concerns on no engagement for 2 consecutive lessons.
- Teachers report on engagement to parents every two weeks during school closure; this is shared via the MyEd app.
- Pastoral staff and Senior Leadership make calls to students to check for their wellbeing.

### **What actions do we take where engagement is a concern?**

- We contact students via email to establish if there are any issues with completing the work that has been set.
- Where engagement is a continued concern and where appropriate we may invite the student into school after a dialogue with the parents and carers.

## **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:

### **Methods we use to assess students' work:**

We assess work in a variety of ways:

- External platforms such as Mathswatch, Educake, Seneca Learning
- Assessment of work submitted via Google Classroom
- Assessment during live lessons through quizzes, questioning and other learning platforms.

### **Feedback**

Where work is set on an external web based platform, students receive instant feedback. Teachers use this to plan their lessons and adjust content as necessary.

### **We give feedback in a variety of ways:**

- Verbal feedback through submitted work
- Written feedback
- Instant feedback through external platforms

Where work is submitted such as an essay or presentation, feedback will be given within a two week window. This may be via Google Classroom or via email.

Individual comments and feedback are given at least once a week for core subjects and once a fortnight for non core subjects.

## **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:

#### **How we work with families to deliver remote education for pupils with SEND**

- Twice weekly 1:1 Reading and Basic Maths sessions via Zoom, Meets or Teams.
- Weekly wellbeing phone calls to see how they are doing and identify any concerns and feedback on what is going well.
- Electronic and paper based work packs that are differentiated to the student's level.
- Communication with other professionals/services to support your child - EP, CAMHS.
- Hold Annual Reviews virtually so we can implement changes where needed.

## **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?**

Students who are not in school will follow the same curriculum as when they are in school. They will be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

Remote education will consist of live lessons where possible and appropriate. Work will be set on Google Classroom. In some of the practical subjects, materials may be sent home to support learning.

Students will receive feedback on their work at least once a week for core subjects and once every two weeks for non core subjects.