

Remote Education Provision
at
Cottenham Village College

January 2021

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 if 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?

Where pupils are required to work from home, they can immediately expect work to be set on Microsoft Teams in line with the normal timetable each day.

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 will provide remote education via the following arrangements:

- For the vast majority of subjects, we teach the same curriculum remotely as we do in school. This is the case for maths, English, the sciences, languages, geography, history, religious studies, computer science, art and the performing arts.
- However, we have needed to make some adaptations in some subjects. For example, for practical lessons in PE, music, drama and Design Technology.

Remote teaching and study time each day

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

- At CVC, remote education (including live teaching and remote, independent work) will take pupils broadly 5 hours each day and will follow the normal schedule of their school timetable.
- Pupils will need to join their MS Team for their usual class at the time they would normally have a lesson. (For example, if they have a history lesson at 9.05 they will need to open their history Team page at that time).
- At the start of each lesson, remote work will either be published on Teams for pupils to complete or the teacher will start a 'live' lesson.

Accessing remote education

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

- All work for pupils will be set on Microsoft Teams. They are expected to be online in the Team for the relevant class at the time they would have had the lesson in school.

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:

- We have been able to issue 35 laptops in total and 3 internet dongles. These have been supplied through the government laptop scheme.
- Parental surveys are carried out inviting parents to let us know about access to IT. We allocate laptops/electronic device from the 4th January ready for school to start back online on the 5th to those students who need them.
- Parents are invited to pick up laptops from reception, along with a user agreement. For families that are unable to pick up laptops they are delivered to their homes.
- All laptops that go out are logged and allocated to a named student. There is a signed user agreement with a copy for parents and school. This is the same for internet dongles.
- As part of the daily process of checking engagement if a student has not accessed lessons a welfare call is made, and access issues discussed. Where more digital / on-line devices are needed we order additional laptops via the government laptop scheme.
- Any printed material required is delivered by a member of staff.
- Work is submitted through a range of tools from online documents to screen shots and photos.
- If students do not have access to digital or on-line access at home, under current lock down they are provided with a place in school

How will my child be taught remotely?

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

Remote education at CVC will include the following approaches:

- live teaching (online lessons) will be delivered for *at least* 60% of lessons, overall. For many subjects in many year groups it will be more than 60%
- pre-recorded teaching resources (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- On-line resources such as websites supporting the teaching of specific subjects, including online textbooks (e.g. HegartyMaths, Seneca, Kerboodle)
- textbooks, revision guides and reading books pupils have at home

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 encourage parents to support us and their children by:

- Ensuring pupils to follow their normal timetable, engaging with remote education at the same times as they would in school. This will help pupils to fully engage with remote education and not fall behind in the curriculum journey
- Doing everything they can to provide a quiet space where students will be able to access their remote learning, attend live lessons and complete tasks with as few distractions possible
- Encouraging and assisting pupils to organise their day so that they attend all sessions in a timely manner and then follow up by discussing how their day has gone to encourage greater participation where necessary.
- Communicating with us about any barriers to learning, including any welfare issues, either through the form-time welfare sessions, 'report a concern' on the college website, or by contacting the form tutor/ Head of Year directly. It is very helpful if parents complete any surveys that we send out about remote education.

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

- a process has been established which enables us to track attendance to live sessions, reward engagement in remote learning, and flag up concerns with regards to how well students are engaging.
- a weekly report will be circulated to Heads of Year so that they can review any issues and contact home regarding any concerns.
- as all communication is logged via SIMS, you will find all updates regarding engagement and attendance via the 'achievements' section of the Parents' Astrea App.

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 assessing progress and feeding back on pupil work is as follows:

- during live lessons, teachers will regularly ask pupils to answer questions verbally or by using chat functions on MS Teams in order to quickly gauge their knowledge and understanding
- regular retrieval practice – such as quick quizzes using online platforms – will help teachers to monitor pupils' retention of knowledge
- 'milestone assessments' at the end of units of study, such as exam questions or extended writing, will continue to be completed and marked in line with our existing assessment policy
- Whole-class feedback, focused on what pupils are doing well and what they need to do to improve will help pupils understand their progress
- Pupils will regularly need to complete feedback tasks to improve their work as part of their remote education

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:

In this section, please set out briefly:

- A place is available in school for all vulnerable students should parents/ carers wish to take it up where support from teaching assistants in person is available.
- Teaching assistants join live lessons to provide online support for those students learning at home.
- Weekly welfare calls are made to those students working at home providing an opportunity for students to share any problems that may be experiencing with remote learning. These are then addressed either within the SEN department or directed to the relevant subject teacher.
- We work with families to deliver remote education for pupils with SEND by offering support with any IT access issues. We also offer tips and support with how to encourage engagement. Where the need arises, we also look at the structure of the online day and liaise with families to make sure it is manageable. Where there are specific issues differentiated work may be offered if agreed with teaching staff, families, and 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?

Where there are individual pupils self-isolating, rather than a cohort, it will not always be possible to deliver live lessons. However, we will ensure that pupils are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day as outlined above.

Work for self-isolating individuals will continue to be set on MS Teams and, typically, pupils will be required to complete work from lesson resources remotely and independently.