

# **Information about remote education at Casterton College.**

## **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 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 pupils being sent home?**

The Continuity in Education folder on Microsoft Teams is accessible with immediate effect. Your child has been trained how to access this folder and parents have been sent full details.

### **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?**

Our approach to remote education is best described as 'blended learning' in that it uses a mix of live online teaching and tasks to be completed independently.

The live online element of this virtual curriculum is approximately 75% of a face to face timetable but deliberately avoids fully replicating the timetable because online lessons require greater levels of concentration and students require time to follow up each lesson with independent work. On average, the equivalent of 30 minutes of independent work is set for each online lesson taught, easily exceeding the 5 hours a day recommended by government.

Online lessons are 45 minutes long

Greater emphasis is given to the Ebacc subjects in year's 7-9 (English, Maths, Science, History, Geography, MFL, Computing) but the wider curriculum is also taught with lessons in PE, RE, Expressive Arts and Personal, Social, Health and Careers Education).

## **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	5-7
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## **Accessing remote education**

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

Casterton uses Microsoft Teams as its learning platform. Each student has their own direct password access. In Teams, students will find a team for each of their classes and files containing their assignments and deadlines for their completion.

Parents can check that their child has submitted assignments and see the feedback given by the class teacher.

### **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 believe every child in the school now has direct personal access to their own laptop or other suitable digital device but if you require assistance please contact Vice Principal, Mr Rawes (nr@castertoncollege.com) with your request.

In the unlikely event that we didn't have a device to make available to you we would ensure work was posted directly to your home on a weekly basis.

## **How will my child be taught remotely?**

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

We use a wide range of approaches but the vast majority of resources have been designed by our own staff, although we may make reference to other resources, including textbooks, websites and specialist packages.

All KS3 students are asked to read for 40 minutes a day and take comprehension quizzes through our Accelerated Reader programme which is monitored on a weekly basis.

Prep is set after each lesson although sometimes the prep for a number of lessons might be merged into one longer task. Most independent work is designed to be completed in 30 minutes as we believe online learning works best when tasks are shorter rather than 'open ended'. Teachers will provide feedback via Teams.

Teachers make online learning as interactive as possible, using appropriate questioning and a range of media where appropriate.

## **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 play a vital role in home learning, even if they are not physically present in the house when live lessons are actually happening. Taking an interest in your child's work is very important to them and helps motivate them to do well. Please find time to sit with your child and ask them to take you through their assignments.

Your child should attend every lesson on their virtual timetable and be on time and ready to learn throughout. They will be registered and attendance will be reported to parents. Ideally, your child should have a quiet place to work, uninterrupted by noises and distractions such as other digital devices. They should have all their normal school equipment to hand, including pens, pencils, exercise books and any specialist equipment as required e.g. calculator.

Screens are blurred and students may be muted by the teacher until asked to make a contribution but students must remain present and ready to respond when required. It may be helpful if they have a water bottle to help them stay hydrated.

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

Once every two weeks, your child's teacher's will make an assessment of your child's level of engagement with remote learning for their subject and score it as follows:

Attendance (0-2 with full attendance being 2)

Engagement with the work, whether the work been submitted on time and if it is of good quality (0-4 with excellent engagement being 4)

This will be reported to you on Friday afternoon of that week.

If we have serious concerns a senior member of staff may ring you to offer advice and support to ensure your child improves.

## **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:

Feedback on assignments is given via Teams but we also give feedback in the form of quizzes, accelerated reader and verbal comments in live online lessons.

## **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:

If your child has SEND they will be assigned a member of the learning support Department who will make contact with them on a weekly basis and offer further support and resources. Some SEND children will access bespoke packages appropriate to their needs e.g. Lexia or Spellzone and their progress on these will be monitored closely.

## **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?**

If your child has to self-isolate, there is bank of work set for them on Teams in what is known as the 'Continuity in Education' folder. The work is organised into year groups and separated by subject to ensure it is age appropriate and planned to match the topics being taught in class. Once tasks have been submitted to their teachers via email then their teacher will monitor the work and set new tasks in line with the curriculum being taught in class. This allows flexibility due to the differing lengths of COVID related absence depending on whether they have had a positive test, have had a positive test and feel ill or are a close contact isolator awaiting further test result.

This work will be independent and not taught via live online lessons though occasionally we may link your child up to their real lesson in school where possible and appropriate.

