

# Tomlinscote School



Remote Learning for  
Parents/Carers and  
students

## **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 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.

### **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?**

All students will be able to access their remote learning provision via Google Classroom or in some cases OneNote. Teachers will direct students as to which one they use. This is the main location where individual subjects will place their learning activities. Students will follow their normal school timetable from the first day. Students to staff communication will take place using Google Classroom.

### **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 may need to make some adaptations in certain subjects. For example, within Creative Arts and Technology lessons, adaptations are made in relation to students' accessibility to resources. PE lessons are also adapted to reflect accessibility to specific equipment.

## 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:

Key Stage 3	<p>Our expectation is that students will follow their normal school timetable. Each lesson will finish 5-10 minutes earlier than normal. This has been introduced as a wellbeing measure and has evolved out of our concerns regarding the long-term impact of students spending long hours on screens without a break. The break should be a “breather” for students in between lessons. It is also to enable students to get ready for their next lesson.</p> <p>No additional home learning is set.</p> <p>All Year 7 and 8 PSHE lessons will stop for the duration of the lockdown period so that students have a “Wellbeing” time instead. We are asking students to have a break from work and from any screen - e.g. make a cup of tea, walk the dog or go for a run.</p> <p>Year 9 currently do not have a PSHE lesson.</p>
Key Stage 4	<p>Our expectation is that students will follow their normal school timetable. Each lesson will finish 5-10 minutes earlier than normal. This has been introduced as a wellbeing measure and has evolved out of our concerns regarding the long-term impact of students spending long hours on screens without a break. The break should be a “breather” for students in between lessons. It is also to enable students to get ready for their next lesson.</p> <p>Home learning focuses on revision.</p> <p>All Year 10 and 11 PSHE lessons will stop for the duration of the lockdown period so that students have a “Wellbeing” time instead. We are asking students to have a break from work and from any screen.</p>

## **Accessing remote education**

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

Students will access their learning utilising Google Classroom, with a small number of teachers using OneNote instead. Students will be aware as to which is used. Microsoft Teams is used for live teaching clinics. All students have access to a personal learning device in the form of an iPad. The school uses a wide range of school-wide applications for the undertaking of assessment such as Socrative and Google Forms.

### **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:

All students have access to an iPad.  
If a student experiences any technical issues with their iPad whilst learning from home or if they have any issue with regards to accessing remote learning, please contact: [helpdesk@tomlinscoteschool.com](mailto:helpdesk@tomlinscoteschool.com)

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

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

Our school-wide blended approach is as follows:

- **1. Live teaching clinics** - Students join virtual classrooms during their normal scheduled lesson time. These sessions take place using Microsoft Teams, with student cameras switched on. Students will be expected to have headphones ready to use for such clinics. The sessions last between 10 and 45 minutes for each individual lesson. All live “teaching clinic” content will be recorded. Students will be able to talk to teachers verbally through Teams and also post written questions on the lesson chat. Students will be informed in Google Classroom if they have a live teaching clinic and they *MUST* attend. Protocols have been repeatedly sent to all parents/carers and students. A letter was last sent to parents regarding these protocols on 1/1/21.
- **2. Video recorded “Screencastify” or screen recording resources** - These are also an important tool for teachers and students. These videos can be played back by students to assist understanding and their learning. Students must upload their work on Google Classroom at the end of the lesson (if requested to do so by their teacher).
- **3. Resources uploaded to Google Classroom** - Teachers supplement all live clinics by uploading high quality resources to Google Classroom. These included recorded content, scaffolded work sheets, links to additional learning and assessment for learning content in the form of quizzes, flash cards etc. Students **must follow instructions** from teachers with regard to submitting work to Google Classroom at the end of each lesson. Not all teachers will ask that work is ‘handed in’ but uploaded for comment and review.
- **4. Collecting resources** - Some practical subjects such as Technology may ask students to collect lesson resources from school at specific times, such as Year 7s with their train projects and they have/are collecting resources from school to enable them to complete their project.
- Staff will utilise a mixture of these teaching strategies throughout the week.
- All students must upload work that has been requested by the teacher onto Google Classroom or where directed by their teacher. This is important because the teacher will use these tools to monitor all work completed.

## 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?

On a daily basis, students should follow their normal school timetable of lessons.

All students must touch base with their form tutor on Google Classroom before 8.55am. We must have ALL students ready for learning and ready to follow the school structure. We need your help to ensure this happens.

Parents should talk through the protocols with their child:-

#### **Protocol for students self-isolating at home**

- The teacher is able to share their face on video and may or may not choose to do that.
- Students **must** share video.
- Students should consider appropriate clothing when on a Teams clinic.
- Students should also think about being in an appropriate place in the house when joining a clinic.
- Students must all arrive promptly to the "teaching clinic".
- All students must blur their background when joining a clinic.
- Students should be aware that all participants taking part in the clinic can see each other.
- Please can families ensure that students are able to have an uninterrupted session.
- All lesson content will be recorded and will be available to view after the clinic.
- Students must remember that once posted, chat comments cannot be edited by them.
- Audio and video are live and students need to be mindful of language and tone of voice.
- Students should demonstrate their usual positive classroom etiquette.
- If needed, students may ask questions either in the chat or verbally, using the hand up feature.
- The teacher may share their screen with students and if needed, the teacher can choose to allow a student to share their screen. This would also be recorded.
- Sharing screens for students is off by default.
- The teacher will be the last person to leave the classroom.
- Some students might find it easier to ask questions of the teacher in the Teams chat. Normal conversation etiquette would apply. All of these conversations would be accessible after the event.

Students should join all live teaching clinics and should follow the protocols.

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

- We will let you know if your child is not making contact with their tutor.
- We will let you know if your child is not completing the work and if they produce poor quality work.

Teachers will initially contact students via Google Classroom if work is not submitted or if the quality is not in line with the student's potential. Furthermore, the school will inform you each week if the above is the case. This is purely to let you know what is happening and to provoke a discussion at home. There may be circumstances where work is handed in late or after the point of checking and therefore please take this into account when you receive a letter. We also appreciate that there are many external circumstances that may lead to problems with work completion.

We request that you try to avoid emailing individual teachers regarding details of missing or incomplete learning. As we are sure you can appreciate, we need our teaching staff to focus their time on planning high quality remote learning and they would have already sent details to the student in Google Classroom.

If you do not receive any contact then your child is doing really well with remote learning and is on track.

## **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:

We will assess feedback using a wide variety of strategies including but not exclusively:-

- verbal feedback within the live "teaching clinics"
- scanning handed in learning and pressing return so that the student knows that we have seen their work
- posting a simple praise comment via Google Classroom
- providing detailed feedback via Google Classroom including a WWW and an EBI
- Use of quizzes such as Socrative or Kerboodle
- Verbal feedback such as through using Mote
- Explain everything – video and sound feedback for the class as a whole talking through a piece or test or exam in depth.

## **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:

If Students have an EHCP (Education Health Care Plan) or if a student is gaining additional support with outside agencies which classes them as vulnerable, students have been invited into school to complete remote learning under supervision.

Teachers are delivering Quality First Teaching remotely. They are aware of all students on the SEND register and will differentiate to ensure students can access the learning remotely.

Students with access arrangements will still be entitled to gain their additional support during remote learning. A top tips video has been created and sent to staff to remind them about the importance of differentiation for SEND students. This includes examples of good practice noted within a variety of different lessons across the school.

Outside agencies will still meet and deliver sessions to students. This should either happen remotely or they will arrange to visit students in school where it is necessary, and the meeting cannot be conducted virtually. All EHCP Annual Reviews and SEND meetings will be organised virtually over Teams.

English and Maths Intervention groups run by SEND teachers are continuing online and include live lessons. Small group interventions in numeracy and literacy will run on a reduced offer due to capacity and complications with online delivery. We are continuing to implement recall activities into all lessons, to remind them of previous knowledge learnt. We encourage reading for pleasure through DEAR time, and the explicit teaching and development of reading comprehension strategies in Literacy Support lessons to close the reading gap.

The support highlighted in the EHCPs will still be available and delivered to students either remotely or face to face where possible. The students with an EHCP are currently all mentored by a member of Learning Support, who check in with them every morning.

The Learning Support Assistants (LSAs) are aware of all students with SEND needs in each class/bubble they are supporting and can offer support where appropriate. LSAs will be placed with year group bubbles in school to support specific students. LSAs will distance from students wherever possible and will wear a mask or/and a visor. LSAs will also be timetabled to support specific students in their remote lessons online.



The Learning Support Team are in daily contact with EHCP and high need students. LSAs have access to live lessons and work set for the students. LSAs will either support students who are high need by: (1) attending the live lesson and then supporting independent work, while connected to the teacher's videocall or (2) attending a class Teams meeting and then supporting independent work to complete offline or (3) by supporting the student to complete work on Google Classroom either through Teams chat or live 1-1 sessions. We try to make sure that the LSA supports the student in the same subject to help with continuity and subject knowledge.

Tutors touch base with students every morning. In addition, several vulnerable or SEMH students are mentored by the Learning Support team and have access to a member of the team to speak with where needed. The SENDCo is in regular contact with parents/carers of those children who have an EHCP and high need students via email, Teams or phone call. Correspondence has been circulated to all SEND parents/carers detailing 'top tips' for students accessing remote education. Parents/carers are provided with contact and support if their child is struggling to complete work/engage with remote learning/if they have technical difficulties. We are supporting students to make sure they are familiar and independent in using online learning tools such as Google Docs, OneNote and Dr Frost.

Parents/carers of SEND students may continue to require our support at this time and can contact the SENDCo, Mrs Gill at: [ggill@tomlinscoteschool.com](mailto:ggill@tomlinscoteschool.com)

## **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?**

Students will access their learning via Google classroom or OneNote and complete their learning as such.

Depending on the nature of the lesson, they may be invited to attend the lesson remotely via Microsoft Teams.