

Ormiston Sandwell Community Academy

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 if 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 students' 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?

Blended Learning booklets provide the framework for each subject area for the whole term. These are emailed on the first day of absence/closure. Students can therefore begin their blended learning at home immediately.

If students required a printed pack these are posted on the second day of absence.

Establishing Live clinics should take 24/48 hours – dependent on circumstances

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: the resources used and activities set to make them more appropriate for working remotely. We also supplement our curriculum materials with online lessons and platforms such as the Oaks National Academy online lessons and Heggerty Maths

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:

Secondary school-aged students not working towards formal qualifications this year	4 – 5 hours' worth of work per academic day
Secondary school-aged students working towards formal qualifications this year	4 – 5 hours' worth of work per academic day

Accessing remote education

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

Students can access work using the following platforms:

Microsoft Outlook – all students will receive a blended learning booklet outlining work and resources for each subject area each term

Microsoft Teams via their academy account

The academy R drive – via remote access weblink

The Oaks National Academy – via a weblink

Other platforms – with passwords and log ins provided by departmental areas

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 issue students laptops where possible. Individual students and parents are emailed and asked to sign the loan agreement and collect laptops from the academy
- We issue students dongles where possible. Individual students and parents are emailed and asked to sign the loan agreement and collect laptops from the academy
- For any student who has no access to online learning we provide and post home a printed blended learning pack. Please let HOH know if that applies to your child
- Students can submit work when they return to the academy after a period of isolation if they do not have internet access at home

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live clinics (online support session)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Other materials produced by staff to support learning at home including worksheets and power points
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as Heggerty Maths and Ever learner

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 expect students to:**
- Complete all assignments set for each subject
- Attend live clinics when they are available and behave appropriately
- Use email/live clinics to ask for support and help
- Be prepared for remote learning by knowing their log ins/passwords/how to access work/how to get support (all outlined in our blended learning booklet)
- Spend the appropriate amount of time and effort on work
- **Expectations of parental support are:**
- To read academy documentation carefully so it is clear what is expected of their child while working at home
- Inform the academy if there are IT or other issues to see how we can support
- Ensure their child is following a normal routine during the day – get up/bed time, working time etc
- Checking and discussing the work which has been completed each day
- Providing support, encouragement and help when possible

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

- Following the removal of a student from a live clinic for poor behaviour communication will be made to their parents/carers clearly outlining the behaviour demonstrated via phone call.
- Lack of attendance at live clinics will be noted and parents made aware via the pastoral team
- Lack of work on return from isolation/during isolation will be reported to parents via phone call/email/SIMS app/Text

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:

- Teachers will not be able to mark paper copies of any work completed until it has been bought in from home and left for 48 hours as a minimum. However, staff will ensure students get advice and guidance about common mistakes or misconceptions via e mail and/or in lessons.
- Feedback will use the departmental coding system. Copies of what the codes mean have been provided to students.
- Students will be asked to send in written work, photos of practical work or art work, complete on line exercises and quizzes and self-assess their own work as well.
- Students will receive feedback every 2 to 3 weeks – depending on the frequency of the subject

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:

- We ensure vulnerable and SEN students receive regular contact and support. This will involve Keep In Touch calls and, when possible Live clinics in groups to provide extra support for remote learning
- Materials provide for remote learning are differentiated in nature and also added to by our Learning Support people
- The Oaks National Academy also has differentiated online lessons

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?

Blended learning booklets, materials and assignments will still be provided.

The only difference between students self-isolating, and our approach to whole year groups/full closure is that individual students will not have live clinics.