

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?

Students will be directed to their Year self-isolation classroom on Google Classroom. They will follow their normal timetable and will complete the work that is in that classroom for their subjects. They simply have to accept the invitation to join the classroom so that they can access all the work in there. If they have any questions in the first day or two they should email their teachers using Gmail in 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 as we would do in school as far as is possible. There will be some practical subjects where this is not possible such as PE, Product Design and Computing. In these subjects students may complete more theory work or learn about the practical work through demonstrations rather than through doing the practical work themselves. In PE, students will be encouraged to get themselves outside in the fresh air to walk the run or run round the block.

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 at least five hours each day. In Years 7 and 8 teachers will not set additional home learning and instead students will be encouraged to spend some time reading in line with our reading strategy. In the other year groups students will be completing additional work beyond the school day. It is important that they do not allow themselves to spend too much time on these tasks. Home learning for students in KS3 should not take any longer than 30 minutes per piece and for KS4 no longer than 45 minutes. Given that students are already spending a lot of time on screens we would expect that in current circumstances home learning is shorter in length in most cases.

Accessing remote education

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

Students will access online remote education through Google Classroom. More information about this can be found at <https://www.phs.cheshire.sch.uk/googleclassroom>. Students may also be directed to other online learning such as CENTURY for maths, science and English. See <https://www.phs.cheshire.sch.uk/century>

If my child encounters problems with digital or online access at home, how will you support them to access remote education?

If students do encounter these problems we would ask that they contact either Network Support support@phs.cheshire.sch.uk, who can help them with password and other technical issues, or their welfare leader who will look into other support for them.

How will my child be taught remotely?

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

All lessons will start with a taught online element. This is where teachers will explain the work students are to do, teach content and skills and engage in question and answer with students. Students will also be expected to engage in independent work during the lesson, as they would in school normally. Teachers may ask them to leave the online classroom to do this work away from a screen or they may stay in the lesson while the work is completed.

There will be some cases, for example when there is teacher absence, that work will be set for students and there will be no teacher present. This work will be clearly signposted in the classroom.

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?

Students

We expect that students join registration at 8.45am and then join each of their lessons during the school day. We encourage all students to complete the work that is set and to ask and answer questions in the lessons. Teachers may encourage students to speak in the lesson or to conduct the discussion through the chat facility.

Our high expectations of behaviour remain in place and we are pleased that students have lived up to these high standards.

Parent/carer support

We welcome the support of parents and carers in helping students to be ready to engage with learning from 8.45am to 3pm. We also welcome parental support in encouraging students to get some fresh air and take breaks during the day as they

would in school normally. Parents can also support students to read and to switch off from learning at a reasonable time.

Please note that only the students in the class may participate in the lesson. It is not acceptable for a parent, sibling or other person to interrupt or seek to participate in the lesson.

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

We are monitoring student attendance and welfare leaders are making telephone calls when students haven't joined lessons in the day. We are also making contact in any instances where behavior in lessons falls below the high standards that we expect. This will also be the case if students are failing to complete work that is set by teachers.

How will you assess my child's work and progress?

Feedback can take many forms. Students will not receive feedback on every piece of work that they complete. This would also be the case when they are in school normally. Individual feedback will be given once every 8 lessons for the subject in line with our normal feedback policy. This might take the form of written feedback, work assessed through systems such as CENTURY or online quizzes that are designed by the teachers. Feedback will also include whole class feedback on the strengths and areas of improvement needed.

Although in school normally students are expected to SMART mark their work and respond to teacher feedback in red pen this will not be possible while students are working remotely. They are still expected to take on board the feedback that is given so they can understand how to improve.

Support for pupils with additional 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 national lockdown we are supporting students with EHCPs in school. The Learning Support Assistants are also supporting students where possible in online lessons. Welfare leaders are also making contact home to support vulnerable students.

If parents and carers have concerns about students with special educational needs then we would encourage them to contact the Learning Support Team in school.

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 will be invited to join the self-isolation classroom and will independently complete the work that is assigned in that classroom for each lesson on their school

timetable. If they have questions about this work they should email their teacher through the Google Classroom Gmail.

Welfare leaders will make contact during the period of self-isolation to check on progress and welfare of students. If a student receives support from an LSA in school then they will check in with the student as well.

The content in the self-isolation classroom will follow similar curriculum content to the lessons in school and is intended to ensure that they do not find it difficult to catch up on their return to school.

Students should complete the home learning that is set for the students in school and if feedback is given to the students in school then they will also receive feedback on that piece. Feedback will also be given through the use of CENTURY for maths, science and English and students self-isolating are encouraged to use that programme.