



WILLIAM FARR

C of E Comprehensive School

Our Remote Education Provision

Vision and values

William Farr Church of England Comprehensive School's vision is to provide all members of the school community with the opportunities to engage with 'life in all its fullness' (John 10:10) through the highest quality of education, encouragement and endeavour. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.

Our core values are:

Compassion

Friendship

Perseverance

Respect

Responsibility

Wisdom

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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

In the event of a closure to cohorts or bubbles the school will immediately switch to the blended learning style that will include a mixture of live lessons through Microsoft Teams, online resources and tasks set via the school VLE. Staff will continue to deliver the curriculum as closely to what would have been taught in school as far as is possible. Modifications may be made to lesson planning to tailor lessons to a remote style of delivery. Students should follow their normal timetabled day.

What should my child expect from immediate remote education in the first day or two of students being sent home?

A student's first day or two of being educated remotely might have a greater emphasis on tasks and online resources to allow staff to adapt their lessons to blended learning and prepare for a longer period of remote teaching. Students will be set work via the School VLE. Live Streaming of lessons through Microsoft Teams will begin as soon as possible within the first few days of closure and the school will then deliver a balanced blend of live lessons, recorded sessions and online resources (including Oak Academy). There will also be an emphasis on working on paper-based tasks to limit screen time.

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 continue to teach the same curriculum remotely as we would do had students been in school wherever possible. Modifications may be made to the sequencing of the curriculum so that topics that better lend themselves to remote education are brought forward but still within a coherently planned curriculum model. Subjects, such as ICT, D&T, PE, Music, Drama and Art, may need to set modified or alternative tasks to reflect the fact that students may no longer have access to specialist software, materials and equipment. Lesson planning will be adapted to enable students to access lessons remotely and to offer the planned range of blended learning.

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	5 hours per day
Secondary school-aged students working towards formal qualifications this year	5 hours per day plus additional 1-2 hours of independent work set as part of the lessons to prepare for their qualifications

Accessing remote education

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

Students should follow their normal timetable following the timings of the staggered day. This allows us to maintain the provision of bubbles for the key worker students who are still coming into school.

Staff will place tasks and information about live streamed lessons on the VLE. Any online lessons will be delivered through Microsoft Teams and students will have lessons scheduled on their Teams calendar. Live streamed lessons will happen during the normal timetabled lessons and students should join them through their Microsoft Teams calendar.

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 have surveyed students and parents to gain an understanding of where there are issues and are working to quickly resolve them.

When a concern is raised, parents will be contacted with the offer of the loan of a laptop or a 4G router. A loan agreement will need to be signed and returned (a printed signature on an electronic copy is appropriate for this) and then we will arrange a suitable method of delivery.

If you need support of this type for your child, please contact the school as soon as possible using the email address wfarr@williamfarr.lincs.sch.uk

We will facilitate requests for printed materials but we would encourage you instead to access our IT support in place of this. If you need support of this type for your child, please contact the school as soon as possible using the school email address above.

How will my child be taught remotely?

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

- live teaching (online lessons via Teams); these lessons will usually be a minimum of one Teams lesson for every two timetabled lessons and will typically be for 20 mins enabling staff to introduce ideas and explain the work that needs to be done, recap the work from previous lessons, etc. Online lessons may be longer for students in Years 11 – 13.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- textbooks and reading books students have at home.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- short-term project work and/or internet research activities.

Approaches may vary between departments depending on how subjects or topics lend themselves to being taught remotely. Live teaching through Microsoft Teams is subject to staff availability.

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?

Staff expect students learning remotely to:

- Follow their normal lesson routine by looking for tasks on the VLE for each lesson on their timetable and their Teams calendar for invitations to online lessons. Considerations will be made for students who are sharing devices and some tasks will be set that don't require students to use a computer.
- Attend the Teams meeting set by their Teachers as much as possible, as these will be introductions to tasks or follow-up meetings; again, provision will be made for students who cannot use a device at the time of a meeting by recording the meeting with the teacher and making this available to students via the Teams chat. Students on the Teams App can request a recorded lesson to be made available to them.
- Do their best to keep up with the work being set and complete work by the given deadline.
- Ensure that any work that is to be provided for feedback is submitted.

- Seek help if they need it from their teachers by adding comments to the tasks set on the VLE.
- Alert teachers if they're not able to complete work, again, by adding comments to the VLE tasks or contacting the school.
- Be respectful to staff when adding comments or emailing.

Staff can expect parents with children learning remotely to:

- Support the school by working with their child to follow the normal timetable, attend online lessons where possible and complete and submit work as requested
- Use the school's engagement information to monitor their child's engagement with the remote education and help resolve any issues
- Make the school aware if their child is unwell or otherwise can't complete work
- Seek advice or support from the school if they need it either by phone or emailing wfarr@williamfarr.lincs.sch.uk
- Be respectful when making any complaints or concerns known to staff

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

Staff will be monitoring students' engagement with remote education. Information on students' engagement will be collected and provided to parents at stages during a closure. Heads of Year will contact parents if we find that a student is not engaging with a range of different subject lessons to do a welfare check and offer support. Heads of Departments may contact you if they have concerns that a student has not engaged with a series of lessons in their subject only.

If a student is unwell, there is no expectation that they will be completing any work. Please contact the school as soon as possible to report any illness so that staff are aware of this.

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

We aim to provide assessment and feedback to students in line with the level they would have received in school. This will reflect that staff marking is reserved for key pieces of work and that there is a wide range of strategies that can be used to provide effective assessment and feedback to students.

Assessment and feedback will be a feature of live streamed lessons, through the provision of worked solutions, model answers and mark schemes for students to use and through quizzes or tasks marked via online platforms. This will complement teacher assessment and marking of key tasks.

For key pieces of work, staff will mark and provide feedback within a reasonable timeframe that takes into consideration the additional time it takes to download and mark work

provided in different forms by students during a closure. Individual feedback will mainly be given to students via comments and marking on the VLE tasks set for the lessons. Automatically marked quizzes are released by the teacher to allow the students to see their marks and any feedback.

Staff may ask students to provide evidence that work that is not going to be teacher marked has been completed and checked using the assessment method required. Staff will continue to use assessment and feedback to inform their future lesson planning.

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 them with the remote learning.

Online teaching will mirror, as closely as possible, what would be taught in line with schemes of work and lesson plans. IT devices have been made available to students to access work and lessons from home. Students work best with structure and a defined routine. Live lessons provide opportunities for prior knowledge to be accessed in order for students to have a context to their learning, questioning to ascertain understanding and support for students in building confidence and experiencing success particularly in task completion. Lessons will be structured and where there are project-based tasks set over a period of time, these will be 'chunked' into manageable tasks with clear interim deadlines. Lessons will be recorded so that students can revisit explanations and embed understanding. Student engagement will be monitored and any further support organised. Form Tutors will have contact with students weekly.

Students with an Educational Health Care Plan (EHCP) will be encouraged to come into school in line with National policy to be supported, however if this is not possible they will have weekly contact with a member of SEND staff. Parents/Carers are encouraged to seek support and advice from the SEND Department and the SENDCO. We recognise that SEND is broad and individual, therefore a more bespoke approach may be necessary in certain circumstances. Whilst we aim for all students to continue to have full access to the curriculum, we may temporarily prioritise the core subjects for those students who find that they are unable to manage a full timetable delivered remotely. We will direct those students and their parents to enrichment activities that support the curriculum in any time gained.

Information and advice packs for parents are available on the school website along with all of the Covid-related information.

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?

Where a small number of students are not ill, but self-isolating, work will be provided via the VLE. Tasks will be set to closely mirror the work being studied in school where possible. Tasks will have to be uploaded to the VLE following the lesson being taught and we aim to upload tasks within 24 hours of the lesson being delivered. Time will be given for students to complete the task before accessing the next lesson's work. Students should submit any work requested via the VLE by the given deadline. They will receive feedback within the normal timeframe either via the VLE or on their return to school. If students need help with the work set then they should contact their teacher via the comments section of the VLE task. We understand that some students may find it difficult to manage their full timetable and, where this is the case, we encourage them to do their best and to contact the school for advice and support.