Remote education provision at The Sir Robert Woodard Academy: 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 or national 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 document.

The remote curriculum: what is taught to pupils at home?

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

Where pupils are required to work remotely, we endeavour to get their period of remote learning active as quickly as possible on our remote learning platforms. Please note pupils' first day or two of being educated remotely might look slightly different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. However we aim to 'hit the ground running' as quickly as possible, and often this will be immediate.

Will my child be taught broadly the same curriculum as they would if they were in school?

When some students are working remotely and others are in school, i.e. where a 'bubble' has been told to self-isolate, students will access the same curriculum remotely as those who are in school.

Where all students are working remotely, i.e. in a situation where it is necessary for the school to be closed to all but the children of critical workers and those identified as vulnerable, students will access broadly the same curriculum they would have done in school.

In situations where the remote learning is likely to be longer term (e.g. in a longer national 'lockdown') some curriculum adaptations may be made in some subjects. This is to ensure that the remote learning is as accessible and as beneficial to students as possible. The order of topics or texts (for example in English) may be changed to ensure that those units most adaptable to remote learning are studied during this time. New curriculum content being delivered may also be adjusted to be more sharply focused on the most important knowledge or concepts that pupils need to know, rather than

'overloading' students with new content. In some cases, subjects may also spend some time practising and focusing on developing existing skills in order to consolidate student learning.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Students will follow their usual timetable and as such will be engaged in learning activities during the usual length of the school day. The next section of this document outlines how the different learning activities will look.

How will my child be taught remotely?

At The Sir Robert Woodard Academy, from January 2021, the types of online lessons conducted during periods of closure for all students apart from the children of critical workers and those identified as vulnerable, will fall into three types. This is to make the learning provision as sustainable as possible for both students and staff.

Your child will still follow their usual timetable as per their calendar, but they will find that their lessons will be a combination of three types:

- '**Live**' lessons - the lesson will be accessed live on Google Classroom (or Canvas for W6 students) and the teacher will teach via a Google Meet and/or will be available online during the lesson time to support the students with their work.
- '**Remote**' lessons - work will be set for students via Google Classroom or Canvas (W6), which they need to complete and hand in, but the teacher won't be present 'live'. Sometimes the teacher will have pre-recorded a video to support the lesson. Where suitable, the teacher may include links to resources and activities on such online providers as Oak National Academy.
- '**Digital Detox'** sessions - the students and teacher will take an all important break from the screen. During these sessions students will engage in offline activities such as taking some exercise, engaging in a practical activity, or reading a book.

What type of lesson your child has and when will be clear when you look at their calendar, as the session rooms will be labelled LIVE, REMOTE or DD. It will also be clear when your child goes to their Google Classroom what work or type of assignment has been set. This will help students to understand what is expected of them and will help give them a balanced 'diet', support well-being and manage screen time.

Accessing remote education

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

Students in years 7-11 will access all lessons and resources via Google Classroom. Live lessons will be conducted using Google Meet, which is also accessed via Google Classroom. All completed work is submitted on this platform.

Students in W6 sixth form will access all lessons, resources, links to live lessons and submit completed work via Canvas.

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 families may not have suitable or sufficient online access at home for all their children. If your child is unable to access online learning for such reasons, please contact us via ITHelpDesk@srwa.co.uk or Enquries@srwa.co.uk so that we can support you. Wherever possible this will be by issuing a loan laptop and/or internet dongle.

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 and encourage all students to be engaged with all activities set for them remotely.

The responsibility for ensuring students are engaging and not falling behind in their learning lies collectively with the school, parents and students, with each playing an important role.

The school will:

- Provide a safe, high quality learning platform for staff and students to use (Google Classroom, or Canvas for W6)
- Provide suitable curriculum materials and different lesson types for students to access
- Clearly signpost on the learning platform where students are required to go to access work
- Instruct students on how to use the learning platform

- Provide suitable feedback on work that is submitted for assessment

Teachers, Pastoral, SEND and Support Staff will additionally:

- Signpost students and parents to the school website where instructions are located on how to use the learning platform
- Provide technical support via the ITHelpDesk@srwa.co.uk email address
- Monitor online engagement and work submissions
- Offer support to students with completing individual tasks
- Contact parents of students who are not submitting work

We expect that parents and carers:

- Endeavour to ensure routines are in place to support effective learning at home
- Monitor that their child is accessing their learning using the resources provided and is submitting work to their teachers
- Ask for assistance if their child cannot access work online, or if there are barriers in terms of available technology
- Inform the school if their child is unwell or unable to engage with remote education for any reason
- Keep the school updated on relevant or ongoing issues as regularly as is possible

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

Teachers will be checking student engagement across their classes on a regular basis. This will be done by their own record keeping as to whether students have attended live lessons and submitted work requested.

Where this is not the case, the teacher will contact the student directly via Google Classroom/Canvas (W6) or via email. They will also contact parents where they have concerns about a child's engagement in their learning.

Our Pastoral, SEND and Admin Support Staff will also contact home on behalf of teachers where there are concerns regarding patterns of non-engagement or work submission.

To support this, colleagues have access to analytics data which tracks the overall picture of a student's engagement with remote education. This data is used to help teachers and support staff know which students need support.

Where we have such significant concerns about a student's lack of presence online that it is becoming a safeguarding concern, we may undertake a socially distanced 'doorstep' welfare check in line with our safeguarding policy, to ascertain that they are well and to see how we can assist.

These processes are monitored and supported by leaders in the school.

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 incorporates the following and your child should expect a combination of these methods:

- Individual written or voice-recorded feedback from teachers via our learning platform assignments
- Class feedback, for example on common errors or misconceptions
- Quizzes and tests marked automatically via Google Forms, Seneca, Quizlet or other digital platforms

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 a number of pupils, for example some pupils with special educational needs and disabilities (SEND), may find it challenging to access remote education without support from professionals at home. We acknowledge the difficulties this may place on families.

Our SEND team will conduct regular check-ins with students who have high levels of need and with their parents/carers to establish how they are coping with remote education and to see what they can do to support. Additionally, members of the SEND department will join students in the live lessons across subjects to ensure they are aware of the students' current curriculum and are able to offer follow up support for learning tasks. Our pastoral team members will also conduct regular check-ins with students who may need additional pastoral or emotional support.

If your child has special educational needs or disabilities and is finding it difficult to access or engage with their online work, we would encourage you to contact their teachers/and or a member of our SEND team and we will work with you as best we can

to support your child. Equally if your child is struggling pastorally, please contact their year group team.

Children with an EHCP, or those under the care of a social worker, are also eligible to attend Key Worker Academy, our onsite provision for children of critical workers and those identified as vulnerable.

Remote education for self-isolating pupils

Where individual or small groups of 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 taken when whole groups or indeed the whole school are unable to attend. This is due to the challenges of simultaneously providing education for pupils at home and in school. In these instances, our staff will be continuing to teach classes onsite, therefore it is clearly not possible for them to also provide live online lessons or bespoke remote assignments for the students who are at home.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described earlier?

In such situations, students will still be expected to follow their full timetable, accessing resources via Google Classroom or Canvas (W6). However these resources cannot be as 'bespoke' in terms of their design for remote education and the student will be required to work through the lesson resources independently.

In such situations the school will:

- Provide the same safe, high quality learning platform for staff and students to use to ensure individual students absent from school for self-isolation reasons can continue to learn whilst at home (Google Classroom, or Canvas for W6)
- Clearly signpost on the learning platform where students are required to go to access work if they are absent from school and able to work
- Provide suitable curriculum materials for students to access on the learning platform - this will usually take the form of the lesson resources being shared on Google Classroom, or may include links to standard resources linked to the current curriculum content, such as those on Oak National Academy.
- Provide suitable feedback on any work that is submitted for assessment via the 'Remote Submission' tool on each of their courses

Again in such hybrid situations, parents and of course the students themselves also play an important role in ensuring that pupils do not fall behind in their learning.

Year Group Leaders Contact List

Year Group	Role	Name	Email
Year 7	PSO	Viv Silverthorne	vsilverthorne@srwa.woodard.co.uk
Year 7	Chapter Head	Mel English	menglish@srwa.woodard.co.uk
Year 8	PSO	Claire Smith	csmith@srwa.woodard.co.uk
Year 8	Chapter Leader	Henri Heery	hheery@srwa.woodard.co.uk
Year 8	Chapter Head	Mark Fox	mfox@srwa.woodard.co.uk
Year 9	PSO	Kerry Ramshaw	kramshaw@srwa.woodard.co.uk
Year 9	Chapter Leader	Charlotte Earl-Novell	cearl-novell@srwa.woodard.co.uk
Year 9	Chapter Head	Simon Davies	sdavies@srwa.woodard.co.uk
Year 10	PSO	Samantha Peach	speach@srwa.woodard.co.uk
Year 10	Chapter Head	Eber Kington	ekington@srwa.woodard.co.uk
Year 11	PSO	Valerie Westgate	vwestgate@srwa.woodard.co.uk
Year 11	Chapter Leader	Deb Barr	dbarr@srwa.woodard.co.uk
Year 11	Chapter Head	Harry Scantlebury	hscantlebury@srwa.woodard.co.uk
W6	W6 Pastoral	Anne Morley	amorley@srwa.woodard.co.uk
W6	W6 Director	Jane Everett	jeverett@srwa.woodard.co.uk
W6	Chapter Head	Mark Monahan	mmonahan@srwa.woodard.co.uk

SEND Team Contact List

Department	Role	Name	Email
SEND	SENCo	Mel English	menglish@srwa.woodard.co.uk
SEND	Inclusion Manager	Seb Stott	sstott@srwa.woodard.co.uk
SEND	HLTA (Year 11)	Frances Speller	fspeller@srwa.woodard.co.uk
SEND	HLTA (Year 10/8)	Anthony Ashby	aashby@srwa.woodard.co.uk
SEND	HLTA (Year 9)	Jill Cox	jcox@srwa.woodard.co.uk
SEND	TA (Year 8)	Rachael Ellis	rellis@srwa.woodard.co.uk

SEND	TA (Year 7)	Louissa Leal	lleal@srwa.woodard.co.uk
SEND	TA (Year 7)	Presley Geal	pgeal@srwa.woodard.co.uk
SEND	SEND Admin	Anna Okines	aokines@srwa.woodard.co.uk