



Since the COVID 19 pandemic began, staff at WCHS have worked extremely hard to come up with imaginative and robust plans to ensure that students in our school community can continue with their studies. The remote education provision has evolved since the first lockdown in spring 2020. The school has now moved to a provision which now includes an element of live teaching in each lesson, following the normal school timetable. The systems that have been put in place have been underpinned by the school improvement plan and implemented across all faculties through their bespoke recovery plan documents. Hundreds of students and their parents/carers have taken the time to let school staff know how grateful they are for the work that has been done to support them. Some examples of comments include:

*"I think the teachers and support staff are doing an amazing job at keeping the children focused and learning... Thank you. Couldn't ask for better support for my daughter".*

*"I have been so impressed with the turnaround of getting these lessons up and running in the short space of time you were given. You have tried to base it as close to a normal school day as possible and the support you are giving the children and the parents is second to none. Well done to you guys!"*

*"The new system simulates a "school day" and definitely supports structure for the pupil. I definitely think this helps concentration levels, ability to hold information and present improved work."*

## **Remote education provision: information for parents and carers**

This information is intended to provide clarity and transparency to pupils 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 pupils are self-isolating, please see the final section of this page.

## **The remote curriculum: what is taught to pupils at home**

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

The curriculum will be broadly the same as that which we would normally follow in school. However, there will be a few minor adjustments that take into account the fact that it will not be possible to undertake the practical aspects of certain subjects.

- 8:40 to 9:00 - Virtual form time (Mondays only)
- 9:00 to 10:00 - lesson 1
- 10:00 to 11:00 - lesson 2
- 11:00 to 11:15 - break

- 11:15 to 12:15 - lesson 3
- 12:15 to 12:50 - lunch
- 12:50 to 13:50 - lesson 4
- 13:50 to 14:50 - lesson 5

Year 9-11 Core PE lessons will not be set at home due to practicality issues. Students in years 9-11 must use this time to catch up (or get ahead) with their other subjects. Alternatively, they can use the time to go for their daily exercise eg go for a walk or a jog.

Year 7-8 PE lessons will not be live lessons. They have been set a project to undertake at home. They can use their designated PE lesson time to get on with this work.

PSHE lessons will also not be taught at home through live lessons due to the sensitive nature of some of the topics. When students have PSHE on their timetable, they should catch up (or get ahead) with their other subjects. PSHE will be covered in form time for the moment.

The home learning booklets will be suspended during the lockdown to allow the students to focus on the five lessons per day that their teachers will be setting for them. This also allows the teachers to have the time to plan, teach remotely, mark and monitor student work. This will be communicated to students and parents today, as will all of the above.

## **Sanctions and Rewards**

Achievement points for students who have engaged well or completed high quality work will be awarded using the category: Remote learning (1, 2 or 3 points, depending on the nature of the work).

Behaviour points will not be issued if students have not engaged or completed their remote learning. This is because we know that there may be genuine reasons that we are not aware of. Therefore, our approach is to be totally supportive. When students are not engaged in remote learning, a record will be kept on the whole school system where it will be possible for pastoral managers and progress leaders to identify and support those students who are not engaging.

## **Accessing remote education**

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

Remote lessons will be communicated daily through the homework tab of the edulinkone app. This will be available on the student and parent/carer version of the app.

### **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 pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Some students have already been identified as being in need of electronic devices. These loan devices have already been issued.
- This includes devices provided by the DfE and also through school funding

- Parents/carers can contact the school office to let them know that they are struggling to access a suitable device for their child. These requests are reviewed on a case by case basis. In some cases, loan devices and support with broadband may be possible. In other cases, access to school places in the key worker and vulnerable child groups may be arranged.

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

All of our remote lessons will now include an element of live teaching. We use a combination of the following approaches to teach pupils remotely:

- Fully live lessons using Google meet
- Recorded teaching eg Oak Academy or in-house recorded lessons
- Commercially available web-sites such as Seneca or Hegarty

Several pieces of modern technology have been researched and their use has been implemented, for example:

- Mate - for voice notes and feedback.
- Nearpod - for enhanced live lesson student engagement.

In addition, school staff have made imaginative use of existing technologies and adapted them for remote learning, for example:

- E-exercise book feature in Google Classroom to keep student work in one place for future reference.
- Google slides have been used as makeshift mini white-boards so that teachers can see what individual students are writing in real time.

Most work will be submitted through Google. Summative remote assessments will mainly be submitted through Google Forms.

## **Engagement and feedback**

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

All teachers will update the student spreadsheet on a weekly basis. The spreadsheet indicates whether students have attended the live lessons, engaged with the live lessons and completed the work set. The progress leaders and pastoral managers monitor the student spreadsheet and contact parents if they are not engaging as we would expect.

### **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. Summative remote assessments will mainly be submitted through Google Forms, which includes a tool to give students quality feedback. Some faculties are using Mote to give voice notes and feedback.

## **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 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 following ways:

Firstly, the TAs are still offering support to students in live online lessons, particularly in maths. In addition, those identified as being the most in need are invited into school to work alongside a TA in a classroom with the key worker and vulnerable students.

The SEND team will make regular Keeping In Touch calls for all students identified as SEND. Support will be tailored to students' individual needs based on a partnership between school and home. Annual reviews will continue as normal, as will updates to pupil passports.

Access arrangements will continue when students complete summative assessments such as mock examinations. Electronic readers will take the place of TA readers for those who are entitled to access arrangements. Additional time will also be built into any summative assessments for those who are eligible.

Those students identified as vulnerable

## **Remote education for self-isolating pupils**

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

Now that the technology is in place, it will be possible for self-isolating students to attend lessons remotely through live Google meets.