

Hall Green School



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 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

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?

It is the school's policy that online lessons will be provided from period 1 of the first full day after pupils are sent home. Lessons will follow the normal school timetable.

In a small proportion of cases, a task will be set for pupils on Class Charts in place of a live lesson. This can happen for a number of reasons:

- If the teacher is unwell or unavailable to deliver the lesson
- In the case of a practical subject such as games, where suggested activities will be set on Class Charts
- During an extended period of remote education for the whole school, if the school need staff to have time to make phonecalls home or planning time to adapt their existing lesson plans and resources for remote teaching.

In these cases, work will be set for each subject in the homework section of class charts, labelled as "remote learning" and it should state there that the work is set in place of a particular live lesson.

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 aim to teach the same curriculum as we do in school. There have to be adaptations in a few cases, notably practical subjects: for example:

- For games, pupils will be set a programme of physical activities to follow
- In science, for practical work, the teacher may show a video of the practical being carried out in a lab or may allow pupils to work on a software simulation of the practical

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 pupils broadly the following number of hours each day:

Key Stage 3 and 4	<p>Our normal school day consists of 5 hours of lessons and we would expect pupils to be involved in at least 5 hours of remote learning each day.</p> <p>Lessons will follow the normal school timetable, but teachers will normally aim to finish around 10 minutes ahead of the scheduled end-time to give pupils a chance to get a break from their screen.</p> <p>Where a task has been set in Class Charts in place of a lesson, this task should take a similar length of time to the lesson.</p> <p>As there will be follow-up tasks to some lessons and in some cases, separate homework activities, we expect this to make up for the slightly shorter lesson time, so that pupils will experience at least 5 hours of remote teaching per day.</p>
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Accessing remote education

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

Live lessons will be provided through **Microsoft Teams**. There is an app called “Microsoft Teams” which can be downloaded for free onto a phone, tablet, laptop or computer. [Click here](#) for details of how to use it and also other devices which can be used.

A link to each lesson will be sent out through the **school email** and pupils should click on the link to accept the meeting and enter it at the time of the lesson. During an extended period of remote teaching, teachers will set up lessons as a recurring meeting – once this has been accepted, it will appear weekly in the calendar on Teams and pupils can also enter by following the links on their calendar.

Pupils may only enter lessons using their school username and password. If they attempt to enter using a different username, they will not be given access to the lesson. Pupils must **not** pass the link to the lesson to anyone outside of their teaching group.

For each subject, for each week, there should be a post in the homework section of **Class Charts** outlining the work for the week and indicating those places where a task has been set in place of a live lesson. Resources to accompany the live lessons are normally uploaded to the post in class charts.

All pupils have a Class Charts account. Instructions for making a parent account can be found [here](#).

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:

If you do not have suitable online access at home, please email enquiry@hallgreen.bham.sch.uk or telephone the school to inform us on 0121 628 8787. Our ICT team will respond as quickly as possible to meet the relevant need by

- Issuing a school laptop – we will aim to provide a device where possible
- Issuing a device to enable an internet connection at your home – we will aim to provide a device where possible
- Issuing passwords for Class Charts or the school email
- Telephoning you to give advice if your child is having difficulty accessing the online lessons

If it has not been possible for the school to arrange online access, please contact the school as described above to request that printed materials be provided instead. In this case, pupils or their parents should submit the work completed at least once per week by bringing it to school reception.

How will my child be taught remotely?

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

- The majority of the curriculum is taught through live lessons on Microsoft Teams. As part of a live lesson, the teacher may explain new content or concepts and then direct pupils to a series of learning tasks, which may include:
 - Written tasks
 - Watching a film clip
 - Watching a live lesson from Oak Academy
 - Using web-based software
- As explained above, there will be occasions when a learning task (which may include any of the above) will be set on Class Charts in place of a live lesson.

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?

Lessons follow the normal school timetable and we therefore expect pupils to log in to every lesson on time. Pupils should not leave the lesson without the teacher's permission. If they have to leave due to a poor internet connection, we would expect that the pupil or their parent would inform the school by emailing the teacher directly if it was a one-off issue or by telephoning the school office or emailing enquiry@hallgreen.bham.sch.uk if it is a frequent problem.

Where work has been set on Class Charts in place of a live lesson, we would expect that the pupil completes that work at the timetable time for that lesson so that they are following a daily routine. Teachers will normally ask for work to be uploaded to Class Charts, although they may specify a different medium for uploading work.

Parents can support children by:

- Providing a suitable place where they can study undisturbed

- Ensuring that when they are studying they are not being distracted by other devices such as smartphones (unless they need a smartphone to access the lesson)
- Encouraging them to follow a daily routine where they get up, take breaks, eat and go to bed at the normal times for a school day
- Ensuring that when they take a break they give themselves time away from their screen and ensuring that they carry out some exercise or physical activity every day
- Encouraging them in their studies and listening to their concerns, as some children will find remote learning hard as they feel isolated from their peers.
- Following their work on Class Charts and ensuring that work is uploaded as requested by their teachers.

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

Pupils' engagement is checked by:

- Monitoring attendance at live lessons.
- Monitoring the work that pupils submit

If a pupil has missed some or all of their live lessons on a given day, a text message will be sent out that day. If there is a good reason why they have not been attending lessons, please reply to that text message. If the pupil continues to miss the live lessons and no response is received, you will be telephoned by your child's form tutor, head of house or a member of the pastoral team.

If a pupil has not submitted work that was requested by the teacher, in the first instance a text message will be sent home. If the problem persists, the form teacher or subject teacher will phone home.

In addition to this, there should be a welfare call once per fortnight for each child, where the teacher will discuss how they are engaging with the work, as well as any welfare concerns.

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 use frequent "low-stakes" assessment, often using quizzes marked automatically by digital platforms, such as Microsoft Forms, or web-based software, such as Mymaths or Seneca Learning. This gives pupils instant feedback on their progress and also informs teachers of misconceptions or areas that pupils do not understand, which can then be addressed in further teaching.

Each teacher will follow our normal marking and feedback policy, whereby detailed feedback with a "gap task" will be given at least once for every ten lessons. On some occasions the assessment task will be a written task, while on other occasions, it will be a task marked automatically by a digital platform. The feedback may be given individually or, if appropriate, at a whole-class level. Likewise, the gap task that is set may be set individually or at a whole-class level, but it should be relevant to the learning needs of each pupil.

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:

All pupils with an EHCP have the option of coming into school to carry out their remote learning there, where they can be supported in the normal way. If they are working from home, they will receive regular supportive phone calls from school and teachers will have differentiated or adapted their work to make it accessible where it is reasonable to do so. In addition, they will have a one hour remote mentoring session with a teaching assistant once per week for each of their core subjects. The Teaching Assistants will also be in the live lessons for the core subjects and will be taking notes to help support the pupil.

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?

In this case, the class teacher will be in school teaching the majority of the class. Remote education will be provided by a combination of the following:

- Tasks set on Class Charts in a weekly post marked “work for self-isolation”. This will follow the work being completed in class as closely as possible. There is an expectation that pupils submit to their teacher at least one piece of work they have produced each week, either by uploading it to Class Charts or by submitting it through some other digital platform (eg Mymaths, Seneca Learning.)
- In some cases, the teacher will stream the lesson they are teaching to the rest of the class or post the recording of it on Class Charts.
- Small tasks will be acknowledged by the teacher, while more formal tasks will receive the same level of feedback that pupils in school are receiving.
- If a pupil does not submit the work as expected by their teacher, this will be recorded in Class Charts, which will generate a text message home. If this happens repeatedly, their form tutor will phone home.