

Abbeyfield School

Distance Learning Information for Parents



January 2021

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?

Initially students will be set work remotely for them to access and complete at work. All work will be set or signposted on Show My Homework. The work set will be in line with timetabled lessons for the initial day(s) and include all subjects in the curriculum but not include tutor time.

Teachers will endeavour to set the initial work as early as possible in advance of the lesson to allow families to plan the working day.

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?

Once full remote provision is in place, students will be taught a full breadth of subjects in line with what they would be doing if they were in school. This includes PSHE lessons.

The only exception to this is PE where these lessons will not be delivered fully virtually and instead activities that are accessible at home will be set for students to engage with.

Tutor time will take place virtually three times a week although tutors are contactable daily. Tutor time during this period will focus predominantly on student well being and supporting students with building good remote learning routines and looking after physical and mental health. In addition literacy strategies will continue through group reading at KS3 and students will at times look at current citizenship issues. PSHE will continue to be delivered through timetabled lessons.

In all subject areas the curriculum is looked at carefully to ensure that the content being delivered at home is as appropriate and accessible as possible for all learners. This may mean that some subject areas adjust slightly what is being delivered remotely. For example, Humanities subjects may focus more on knowledge delivery and save skills-based teaching for when students are back in school and Creative subjects such as Music and Drama may be more theory based to allow for practical and group work when students return.

Any changes or reordering of taught content will be communicated to students via lessons.

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:

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| Key Stage 3 | 5 hours a day. This will be a combination of live delivery and supported independent work. |
| Key Stage 4 | 5 hours a day. This will be a combination of live delivery and supported independent work. |
| Key Stage 5 | 5 hours a day. This will be a combination of live delivery and supported independent work. |

To help limit the amount of screen time, students in Years 7-11 will not be set any homework on top of remote work. Students in Years 12 and 13 have 'Study Time built into their timetable, so therefore Sixth Form students should expect to be set additional work to complete on top of remote lesson work.

Accessing remote education

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

All Live Lessons will take place over Microsoft Teams. This can be accessed via the student's web-based Office 365 log in. Once students are logged into Teams their lessons will be displayed in their calendar and they can join the online lesson from there. Attendance at Live Lessons will be monitored by teachers with non-attendance flagged up to tutors and pastoral staff. All Live Lessons are recorded so if there is a genuine reason for non-attendance it is important that students make teachers aware and then access the recording at a later date.

All work and accompanying resources will also be set or signposted on Show My Homework. As a school we are moving across to all students using Microsoft OneNote for accessing, completion and submission of work but we acknowledge we are still in a transitional period with this so at this time we will still use Show My Homework which students are more familiar with.

Where teachers are unable to deliver a Live Lesson, due to illness or if they are in school supporting key worker and vulnerable students, they will make this clear to students on Show My Homework and OneNote and independent work will be set for the lesson.

If students are unable to access the Office 365 platforms they should contact their tutor in the first instance for support and a password reset.

It is worth noting that all platforms we use in school have Android and Apple Aps that can be downloaded to phones to support access. In addition, Teams can be accessed on PlayStation and Xbox consoles.

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:

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During the autumn term we surveyed students to find out how far students were able to access remote education at home. As a result, we have loaned many students laptops across all year groups.

However, we are aware that there may still be difficulties accessing remote education, especially where there are multiple siblings expected to be online simultaneously. If your child, or one of your children, will not be able to access online learning, please email Mr Stewart irs@abbeyfield.wilts.sch.uk and we will discuss your options to enable your child to get online.

How will my child be taught remotely?

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

We use a combination of the following approaches to teach pupils remotely:
All lessons will be taught remotely via live online lessons. Students should access the relevant Microsoft Teams link to join the live lesson. Teachers will be present online at the start of the lesson, to present new information to students and to setup a guided or independent learning activity. This section of the lesson may take approximately 20 minutes. During this time, students should be logged on, listening and engaging with any discussion points – students may be asked to contribute either via the microphone or comments.

Teachers will then set an independent learning activity, to enable students to develop their knowledge and understanding of new information, apply this knowledge to new situations, or to analyse and evaluate arguments. Teachers will remain online and available to support students with these tasks via Microsoft Teams – students should use the comment function to access support from teachers.

Teachers will then set a task with some form of submission by the end of the lesson. This may be using OneNote, for example to complete a piece of extended writing, or it may be to complete a quiz via Microsoft Forms or SMHW, so that students gain immediate feedback on their progress. It may also take the form of engaging with a test or activity on another website, such as MyMaths, Seneca or GCSEPod.

During this independent learning phase of the lesson, the teacher will remain on the Teams, so that students can ask questions where they are uncertain about any aspect of the task.

Depending on the nature of the subject and learning activity, teachers may also require students to reconvene at a designated time on Teams for a plenary - where there is a further opportunity for students to check and consolidate their knowledge and understanding, or check their progress in subject skills or communication.

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?

Our expectation is that every student should be online for every lesson. Teachers will be covering our normal curriculum - so in other words, introducing new knowledge and helping students to develop understanding, ensuring that students make progress in their subject skills and that students can communicate this effectively. Students are working to the same standard as they would in the classroom, but the mode of delivery has been changed to better suit the online environment.

As parents and carers, you can support your child by making sure that they are ready to learn each day and can access the school software. User guides to support the software we use can all be found on the school website on the Distance Learning page <https://abbeyfield.wilts.sch.uk/distance-learning/>.

Please ensure that as far as possible, your child has a suitable learning environment. If there are problems accessing online resources, or your child is ill and therefore unable to access online lessons, please contact the school's attendance staff as you normally would.

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 tracking attendance at all live lessons. If students are not present for their lessons, a notification will be added to class charts. Subject teachers may also contact parents and carers by telephone where they have concerns about work completion or lack of attendance to lessons.

Pastoral staff will then identify attendance and engagement concerns and speak to families.

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 be assessing students' progress both throughout the lesson, and over a series of lessons.

During lessons, teachers will assess student learning by asking targeted questions of students, or using polls and such features to check understanding. Teachers will also gain an insight into what students are finding difficult from their interaction with students via the independent activity part of the lesson, and during the plenary. Teachers will use this insight to adapt their lesson accordingly, or to inform the next lesson.

Students may also receive feedback through self or auto marked quizzes and activities such as those on MyMaths, SMHW or other similar platforms.

Over the course of the half term, teachers will give formative individual feedback on more substantial tasks however frequency will vary depending on curriculum time given to the subject. Students will then be expected to respond to this feedback via DIRT activities (directed, independent reflection time – as per normal in school lessons).

Over the course of the half term, parents will also receive a report, for all year groups. This will report on engagement and quality of work during the period of remote learning.

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.

Students with EHCPs can continue to come to school, and access support in with their online lessons.. Learning support staff will be on hand to support students with engaging with the online lesson and completing work.

Our Learning Support team will also make regular contact with families of students with an identified SEN need to ensure that any concerns are passed on to teaching staff and support is given where possible.

For some SEN students, a virtual 'Zone' provision will also be offered to allow students to break out from their timetabled Teams lessons and join a smaller group setting where a TA will be available online to support more closely with work.

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?

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.

Where the isolation is an individual or small bubble case, as opposed to a whole year group, teachers will share lesson resources via SMHW and OneNote. Students should follow their usual timetable, and complete the work to the best of their ability. It is helpful if students contact teachers directly to make them aware. Although names will be flagged on registers it is more challenging for teachers to keep track of individual cases.

Where the isolation is an entire year group, remote provision will be as explained above.