



Langley Grammar School

Remote education provision: information for parents

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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 individuals, groups of students, entire cohorts (or bubbles) or almost all students (e.g. a lockdown) to remain at home.

The remote curriculum: what is taught to pupils at home

In the case where a student, group of students or cohort is required to self-isolate our provision on day one 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 while a number of their peers remain in school in normal lessons?

- Teachers will stream the majority of their lessons via Microsoft Teams. Students will be invited to join by the teacher; we expect that would expect that the invite be accepted and the student be online, on camera where possible and engaging in the work. The typical experience will be 'at desk', with the teacher iPad positioned on a tripod with view of the whiteboard and ability to engage with the teacher if necessary.
- In some lessons, teachers might move the tripod around the room to enable students to engage with their peers in group tasks and discussions. For some other subjects (typically more practical subjects), live streaming of a lesson might not be suitable. Instead, work will be provided via ClassCharts.
- Teachers will normally be able to invite students into lessons by the next school day and we make every effort to provide access to live lessons on 'day one' of self isolation. High numbers of students sent home will increase the time taken to update our internal systems to make teachers aware of the need to include students who are self-isolating. In the event of a delay we expect students to use their first day of self-isolation to complete previously set homework tasks, and consolidate their prior learning in core subjects by using the resources provided by the Oak National Academy <https://www.thenational.academy/> site.

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 plan to teach the same curriculum remotely as we do in school so that when students return to school they are, as far as possible, at the same place in their learning as their peers who did not have to self-isolate. Similarly in a lockdown situation where almost all students and staff are at home, we aim to teach the planned curriculum as far as possible. Teachers will continue to stream the majority of their lessons, with exceptions as noted above.
- Teachers will use a range of online tools to ensure students at home, as far as possible are included when their peers are in school. For example, by conducting in-class assessment delivered in a way that all students (whether at home, or in school) can demonstrate their understanding, e.g. a Kahoot / live virtual mini-whiteboards (Whiteboard.fi) activities, or completing tasks set in shared OneNote class notebooks.

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:

Years 7 to 11	<ul style="list-style-type: none">• Approximately 5 hours per day. The large majority of lessons will be live-streamed. Where a live stream is not appropriate students will be set alternative work to complete. Students may also have additional homework tasks posted on ClassCharts. In a lockdown situation where almost all students are at home, PE will provide a mixture of live-streamed activities and health-related fitness challenges for students to complete during their normal PE lessons. If some students remain in school in normal lessons the PE department will not live stream lessons but still provide alternative activities.• In years 10 and 11, we would typically expect all exam course lessons to be streamed.
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Years 12 and 13	<ul style="list-style-type: none"> • At least 5 hours. As well as providing live lessons for all A Level subjects, additional tasks will be set which students should use their study periods to complete. We would typically expect all exam course lessons to be streamed live.
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Accessing remote education

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

- Live lessons will always be delivered via Microsoft Teams. Students are in 'Teams' which contain shared OneNote ClassNotebooks, Chat, shared OneDrive storage and Assignments. Students will otherwise access work via ClassCharts – homework will continue to be set on this platform. Teachers will continue to show homework completion.
- Students will typically upload work to either OneNote or OneDrive. Alternatively, they might be asked to upload it to ClassCharts. If students are working on paper, they might be required to take a photo of the work and insert it into OneNote.
- Teachers will also use a variety of tools for more rapid assessment – for example, they might use Kahoot / Socrative / whiteboard.fi / mentimeter. They will typically annotate written work directly in OneNote. In some subjects they might also use Nearpod to access resources, particularly those related to assessment. In Maths, teachers will also continue to use MyMaths and Integral platforms, which students are used to using in school. In Music, teachers are using additional apps that are integrated into Microsoft Teams.
- [Please see below](#) for additional examples of platforms that teachers will use to present learning material.

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:

- In years 8-13 we have operated 1:1 iPad provision for all students since September 2014. Student devices are enrolled on JamfCloud. Support for students is provided

by ICT technicians, via form tutors. Requests are emailed to the ICT team and/or logged by the form tutor on the Every dashboard. Parents of students in all years are able to contact Mrs Dobbs if they are struggling to access the internet, or a device. We are able to provide some mobile 4G routers, DfE funded laptops and, where appropriate, replacement iPads from our stock of pool devices.

- In years 7 we are in the process of rolling out iPads to every child. In the short-term, we have a stock of pool iPads that we have temporarily made available for parents until their iPad arrives, particularly where access to devices is limited by demand within the family, breakage, or procurement. Parents should contact Mrs Close (Phase Leader for Year 7) or Mrs Dobbs (Assistant Headteacher) in the first instance regarding this. Students for whom we are in receipt of pupil premium funding have been provided with an iPad; parents have been provided with the option to pay for a higher specification device.
- We track attendance and monitor student engagement with online lessons and other work to identify where barriers to access might exist and respond swiftly where there appear to be issues. Our Safeguarding team also works with Mrs Dobbs and the Pastoral team to identify any other barriers students might face accessing remote education.
- All of our learning materials are provided digitally, through Teams / OneNote / Sharepoint (aka Sapientia). If students are not able to access the internet, the school contacts home to establish what data is available on student mobile devices. In the majority of cases reduced access to the internet is short-term. Work can be sent / submitted at a later date, and advice is issued to teachers accordingly, e.g. they might be required to make use of existing paper textbooks with assignments set on ClassCharts. If access is prolonged, where appropriate, we will make arrangements for paper resources to be sent home and for students to submit work through other means.

How will my child be taught remotely?

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

- Teachers are delivering the intended curriculum and will continue to use the materials that were already in place, adapted for a digital audience where appropriate.
- In a lockdown situation, where almost all students and staff are at home, we expect students to attend all of their live lessons and remain online throughout. However, we only expect teachers to 'actively teach' for approximately 50% of the time allocated across a fortnight for each class. For the remainder of the time students

are expected to complete work that their teacher has set them, with the teacher available to answer questions about the work.

- The majority of teaching will be via live teaching (online lessons), through Microsoft Teams. Alternatively, work will be set for students through ClassCharts, including ongoing homework and assessment tasks.
- Particular departments may use a wider range of platforms to deliver remote education. For example, in Drama students will make use of the Digital Theatre Plus Forum. The ICT department have additional digital resources, e.g. TeachICT, Doodle, ISAAC Computing for assignments etc. The Science department will also make use of ExplainEverything, and OCR / RSC videos for practical demonstrations.
- Also students might also be asked to engage with pre-recorded videos, e.g. through Microsoft Stream (if produced by LGS staff), or curated material from YouTube, BBC News, Seneca, Kerboodle Digital textbooks), Oak National Academy, PDF worksheets, and any other textbooks students have at home.
- In a lockdown situation where almost all staff and students are at home, students will continue to receive one live streamed lesson per week in core PE, that discusses the importance of activity and some activity will be performed within the live lesson. Students will continue to update their training logs on a regular basis.

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?

- Students are expected to be online and to join the relevant Teams meeting at the beginning of every form period and the beginning of each of their lessons on every day.
- We expect that all students engage in their live lessons; attending using cameras with blurred backgrounds, contributing when asked via chat, verbal contributions, and submitting written work, either through OneNote or alternative formats that teachers identify, e.g. Whiteboard.fi.
- They must be properly dressed – uniform is not required, but no pyjamas!
- Impeccable standards of behaviour will be expected during any online session.

- Students should have their cameras on during live sessions to facilitate quality interaction but should blur their backgrounds (devices allow for blurred backgrounds now) or use a virtual background.
- They should complete work set for them. If ClassCharts is used to post classwork tasks (see above) these should be done only during lesson time for that subject. Homework would be completed outside of the normal timetabled lessons. Students should have at least 3 days to complete any homework task before it is due in. Due dates should not be set at weekends or during holidays.
- We recognise that family situations might limit a student's ability to access lessons. Parents should always contact student support (via school@lgs.slough.sch.uk) and teachers will be advised accordingly.
- We ask parents to support their sons and daughters at home by:
 - ensuring they (the parents) log in to ClassCharts regularly to view notes, and notifications related to their child
 - providing a space for them to learn
 - ensuring they are ready for school at 8.20 in the morning each day and that they attend all live lessons
 - taking an interest in their learning
 - encouraging them to use the gaps between lessons to exercise and have a break from 'screen time'.
 - informing the school if their son or daughter is unwell and unable to attend online lessons.
 - respond promptly if they receive a communication from the school requesting information or where a concern is raised about attendance, behaviour or engagement.

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

- If any students are absent, teachers must use the 'Missed live lesson' or 'Missed registration' button on ClassCharts to notify others (e.g. parents, pastoral leaders, depending on the number of lessons that have been missed that day, or week). Parents will be contacted by email on every occasion that these buttons are clicked. Student support will make phone calls home if two live sessions (registration or live lesson) are missed in one day, and 4 times in one week. Pastoral leaders and SLT will be notified if more lessons are missed in a week.
- Similar procedures will operate for behaviour.
- Teachers will check off homework completion on ClassCharts on a regular basis. If work is not completed on time to a satisfactory standard then teachers should use the negative comment function on ClassCharts to indicate this, as they would do for homework not completed when students are in school.
- Form tutors will report any concerns regarding students in their tutor group to Phase Leaders or more serious concerns via CPOMs as appropriate.

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:

- We expect teachers to plan for regular opportunities to assess students' learning, provide feedback and adapt teaching as necessary in response to what students have or haven't understood. This might be provided individually, as a group, or whole-class, on roughly a weekly basis, depending on the subject.
- Online teaching for self-isolating students should provide opportunities for interaction. (e.g. through including them through Q&A or moving the iPad to facilitate a paired discussion with another student in the classroom). The use of other tools (e.g. Go Formative, whiteboard.fi virtual mini-whiteboards, Padlet, etc.) which can be accessed by students at home and in the classroom simultaneously is also encouraged as a 'temperature check' of student understanding (a form of AfL / Assessment for Learning) – these also provide opportunity for student self- and peer-assessment.
- Curriculum delivery for students at home will, as closely as possible, mirror what the students would have been taught in school. Where appropriate, this includes planned opportunities for written formative assessment.
- Teachers should check off homework completion on ClassCharts on a regular basis. If work is not completed on time to a satisfactory standard then teachers should use the negative comment function on ClassCharts to indicate this, as they would do for homework not completed when students are in school.
- We have asked teachers to consider planning learning sequences that incorporate assessment, following the guidance from the *Education Endowment Foundation* has published a helpful planning framework for home learning approaches. The summary can be found through the following link:
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/Resources_for_schools/Home_learning_approaches_-_Planning_framework.pdf

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:

- We expect our teachers to be aware of who our SEND students are, and make appropriate adaptations in their teaching to cater for the needs of individual students. Teachers will use their professional expertise and the advice provided by our Individual Needs Coordinator (INCO).
- We recognise that the adaptations needed for remote learning for students with SEND may differ to those needed at school. For example, with students with a hearing impairment, it may be necessary for teachers to position their cameras to enable lip-reading and provide written instructions as well as delivering them orally.
- Formal assessments will take into account access arrangements with additional time provided if stipulated.
- In Music, the department is liaising with peripatetic teachers to support SEND in the production of their GCSE or A-Level coursework.
- We have internal systems for monitoring the engagement and progress of all students, and for quality assuring our provision. For example, our INCO, Mrs Andrews continues to monitor the data we collect on work completion, attitude, attainment and progress and reports to a member of the Senior Leadership Team (SLT).
- We also encourage parents of students with SEND to contact us to provide feedback on our remote learning provision raise any issues regarding their son or daughter's learning so we can address them.
- We have taken opportunities for 1:1 consultations between SEND students and Jigsaw24 on how to make the most of their iPad for remote learning work.

If you have any more questions

Please send all questions by email to school@lgs.slough.sch.uk, directed for the attention of either:

- **Mr Harding** – Deputy Headteacher, with overview of Curriculum Provision, including Remote Learning.
- **Mr Mace** – Assistant Headteacher, with overview of use of technology across the school, including Remote Learning.
- **Mrs Dobbs** – Assistant Headteacher, with overview of vulnerable students, including Pupil Premium and SEND
- **For specific questions** about subjects, please contact your son or daughter's class teacher. **For broader questions**, please contact your son or daughter's form tutors or Phase Leaders.