



Calday Grange
Grammar School

Remote education provision Information for parents

This information should provide a clear understanding of what you should expect from remote education from Calday Grange Grammar School where national or local restrictions require entire cohorts (or bubbles) to remain at home.

This will apply to **this** and any **subsequent lockdowns**. We will update the information as our experience and understanding of remote learning develops.

For details of what to expect where individual students are self-isolating, please see the final section of this page.

The remote curriculum: what do we teach students at home?

Students will be taught the same content at home as they would in school, however teachers will decide upon whether some topics are best taught remotely or whether schemes of work can be rearranged to suit remote education.

A student's first day or two of being educated remotely might look different from our standard remote teaching approach; this is a temporary situation 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 students being sent home?

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 deliver the same curriculum content remotely as we do in school, although the order of delivery may vary.

We will have to make adaptations to our delivery in most subjects, as we do not have face-to-face contact and all the advantages it brings.

For example;

- Specialist rooms of all types are not available, practical aspects of all subjects will also be very limited if present at all.
- There will be a greater reliance on video material to substitute lack of science laboratory time.

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 students broadly the following number of hours each day:

Key Stage 3, 4 and 5	The equivalent of 5 hours of work per day
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We do recognise that there are many issues to be overcome, these include:

- The potential length of time a student sits in front of a screen daily, this could be harmful to posture, eyes etc. We want to reduce that where possible.
- The issues around sharing devices where there are siblings in remote education.
- The potential unreliability of the home internet or local internet connection with increased load.
- Different break times of siblings in the same house attending different schools.
- The impact of younger siblings on the learning environment.
- Teaching staff may be limited at times by their home circumstances.

We try to acknowledge these issues by not having your son/ daughter in front of the screen for all of every lesson.

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

All students are taught in their normal class groups in Google Classroom. This allows for a consistent delivery of lessons, remote interaction through Google Meet and the submission and feedback of assignments.

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 students may not have suitable online access at home.

The number of students experiencing access difficulties with remote education is small enough for us to deal with each case individually. We will work with you and agree a bespoke response.

If you are experiencing difficulties please contact us directly at ithelpdesk@calday.co.uk

How will my child be taught remotely?

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

Our aim is to provide a varied delivery of material, acknowledging the issues identified above. Some examples (the list is not exhaustive) of remote teaching approaches include:

- Live teaching (online lessons).
- Recorded teaching (Lessons provided by external bodies or our own staff).
- Electronic materials produced by teachers (e.g. workbooks, worksheets) to be completed electronically or printed and completed manually.
- Use of textbooks that students have at home.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Links to a range of video material supporting learning.
- Long-term project work, extended tasks and/or internet research.

We aim to set some of the work so that it allows the student to complete it outside the specified lesson time to provide flexibility with personal organisation/ home circumstances.

Please be mindful that many of the teachers working from home are trying to deliver lessons and manage very young children simultaneously. It is inevitable that this will occasionally impact lesson delivery.

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 students to check their Google Classroom for each lesson as per the subject timetable before lockdown. This will tell them what is expected by the teacher for that lesson.

- ❑ We expect work to be set to develop or embed the learning, and this can be either ‘in lesson’ tasks, homework tasks (outside lessons) or both.
- ❑ We will take registers in GoogleMeet lessons. Students are expected to be online for these, their teachers will contact students in the first instance if they are not present.
- ❑ We will also contact parents to:
 - Inform them of multiple absence from a GoogleMeet lesson.
 - Ask for support in ensuring students attend GoogleMeet lessons.
- ❑ Where we feel a student is significantly disengaging we may ask for parental support for the student to attend school daily.
- ❑ The behaviour of a student in a lesson must meet the standards that we would expect in any lesson. This includes meeting the expectations for remote learning.

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

Staff will be checking GoogleMeet attendance on a lesson-by-lesson basis.

Work for completion outside the class should be set as per normal according to the school homework policy.

Parents will be informed when work is missed and asked to support the school in ensuring its completion.

How will you assess my child’s work and progress?

Our feedback may take many forms. It does not always mean written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods as well as written or verbal feedback.

Our feedback is likely to focus more on subject development and understanding rather than be summative in nature. It will include a range of the following:

- ❑ Whole class verbal feedback.
- ❑ Individual verbal feedback.
- ❑ Whole class verbal or written feedback, with consolidation tasks based on handed in work (not individually marked).
- ❑ Individual written feedback identifying improvement (not necessarily graded).
- ❑ Student self- assessed work from a supplied mark scheme.

Additional support for students 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 for example that some students 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 students.

For students with additional needs where an LSA had been allocated the LSA will log onto and work with the student in each lesson.

Where students are receiving additional curriculum support in school we will try to maintain the support in some form while they are studying from home.

Please contact us with specific questions which relate to individual circumstances.

Remote education for self-isolating students

Where an individual student needs to self-isolate but the majority of their peer group remains in school we will invite them to join the class remotely where that is possible or where it can provide benefit.

The most likely scenario will be work set on Google Classroom which can then be completed at home, supported by the teacher.