

Outwood Academy Riverside
Remote education provision – information for parents



Updated January 2021

This information is intended to provide clarity and transparency to parents and pupils about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

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

The remote curriculum: what is taught to pupils at home

The first day or two of remote provision might look different from our standard approach to remote education, while we take all necessary actions to prepare for a longer period of remote delivery.

Q1. What should my child expect from immediate remote provision in the first day or two of pupils being sent home?

Students are able to transfer immediately to remote learning through Google Classroom. Teachers will set appropriate work for their classes via the Classroom; this will include live lessons, pre recorded lessons and appropriate resources to ensure that learning continues in line with the scheme of learning. Students are able to access Sparks (Maths), Seneca Learning (Science) and Times tables RockStars in addition to the online provision.

Q2. Following the first few days of immediate provision, will my child be taught broadly the same curriculum remotely as they would if they were in school?

We teach the same curriculum remotely as we do in school. There may be some subjects such as art and design & technology that rely on access to specific resources and equipment that students do not have access to at home. In these cases, alternative work will be designed that is linked closely to the scheme of learning. Students will also have access to at least one tutor time a week in which they will engage with their tutor teacher and / or members of the senior leadership team.

Remote teaching and study time each day

Q3. How long can I expect work set by the school to take my child each day?

We expect that remote education provision (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Secondary school-aged pupils not working towards formal qualifications this year	A minimum of 5 hours with additional work set between lessons (homework)
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<p>Secondary school-aged pupils working towards formal qualifications this year</p>	<p>A minimum of 5 hours input from teachers with additional work being set between lessons (homework).</p>
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Accessing remote education

Q4. How will my child access any online remote education you are providing?

Google Classroom is the place where all work will be set and where students can access feedback from their teachers.

Q5. How will my child be taught remotely?

- Live teaching will be used wherever this is practicable to do so. Students will either follow their normal timetable of lessons or a bespoke timetable will be produced for the time they are absent due to Covid
- Recorded lessons where the teacher has pre-recorded the lesson for their class and posted this in their Google Classroom, this could include direction to national sites eg Oak or subject specific YouTube clips that are embedded in the content
- Additional work is set by the teacher via Google Classroom which may include revision and quizzes to consolidate learning
- In some cases where access to technology is a barrier then work will be printed for students and posted or delivered home for students to complete

Q6. If my child does not have digital or online access at home, how will you support them to access remote education?

All students are expected to engage with remote learning and those not engaging will be followed up by their teachers to identify any barriers & to establish what further support is required.

Parents/carers are able to sign up to Guardian Share which means that they will receive an overview of the work that has been set for their child on Google Classroom

[Outwood's Approach to Blended Learning document](#)

[Blended Learning Strategy Overview document](#)

[Parent/Carer Guide to Online Lessons](#)

[Student Protocols for Online Lessons](#)

[Staff Protocols for Online Lessons](#)

Q6a. What is the process for issuing or lending laptops or tablets to pupils, including eligibility?

The school has already collected data on student access to technology in the home and processes are in place to support these students. Laptops will be available for these students to loan during the period of absence due to Covid

Q6b. What is the Process for issuing or lending devices that enable an internet connection (e.g. routers or dongles)

A clear protocol has been developed for the loaning of technology to support remote learning. As above data has been collected on

Q6c. How pupils can access any printed materials needed if they do not have online access

Work will be posted home or delivered to these students and arrangements discussed as to how to submit completed work in order to obtain feedback from teachers

Q6d. How pupils can submit work to their teachers if they do not have online access

As above

Engagement and feedback

Q7. What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

A register will be taken by the teacher for all live lessons and absentees will be followed up regarding their non attendance.

Parents will be informed via phone call or text message regarding lack of engagement with remote learning. There is an expectation that parents/carers support their child in ensuring

that they engage with the work as outlined in the strategy overview document. ([Blended Learning Strategy Overview document](#))

Q8. How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Subjects teachers monitor the work they set on Google classroom as well as the live lesson attendance. If there is a concern then a member of staff in the Academy will contact you via a telephone call or text message.

Q9. 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:

- This will take a variety of formats depending on the way the lesson is delivered:
 - Live lessons enable the teacher to obtain feedback from students in the same way they would in the physical classroom
 - Feedback via Google Classroom will be given to students regarding their progress and areas for development. This can take the form of written feedback or through the use of Apps which records the teacher's feedback to the students which is then posted in the Google Classroom for the students to listen to.
 - Google Forms are used frequently to quiz students to check for understanding.
 - Students will receive feedback via Google Classroom on the work they have submitted. This feedback will be in line with the school policy which means that the student will receive regular feedback from teachers in school.

Additional support for pupils with particular needs

Q10. How will you work with me to support my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with SEND, may not be able to access remote education without support from adults at home. We will work with parents and carers to support those pupils in the following ways:

- Students with SEND are allocated a key worker who will provide the link between home and school.
- Regular dialogue will occur to ensure that SEND students are able to access the work and if appropriate they will be given additional remote support from support staff who they are familiar with.
- It may also be appropriate for specialist equipment eg radio mics to be loaned to the family during the period of absence to support remote learning.
- Because work is set by the class teacher there should be no barrier to students being able to access the work set.

Remote provision for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote provision is likely to differ from the approach for whole groups set out above. This is due to the challenges of teaching both pupils at home and in school.

Q11. If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

High quality learning will be set via the Google Classroom that is in line with the work that would be being covered in the lessons. Where it is practicable to do so, the lesson being taught in school will be live streamed for your child to access at the same time as they would normally access the lesson should they be in school