



Walton High School

Remote Learning Statement



January 2021

Remote education provision: information for parents

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts to remain at home.

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

The remote curriculum: what is taught to students at home

A student'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 students being sent home?

SIMS student is our primary platform for communicating work to students. Teachers will upload tasks for students to complete independently via this platform. Teachers will also begin to set up live teaching via Microsoft TEAMS. Students can access this through Microsoft Office 365. Invitations to lessons will appear in your child's school email account.

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 will teach the same curriculum remotely as we do in school, wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, the PE curriculum may be adjusted to accommodate solo activity.

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 (Year 7 and 8)	5 Hours plus homework*
Key Stage 4 (Year 9,10 and 11)	5 Hours plus homework*
Key Stage 5 (Year 12 and 13)	5 hours per subject plus homework*

* During periods of extended school closure, we will look to review homework. This may include reducing the amount of homework or modifying the types of task set.

Accessing remote education

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

- SIMS student (students should check the messages as well as the homework section)
- Microsoft TEAMS
- School email account

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. We take the following approaches to support those students to access remote education:

We will endeavour to lend laptops to families who are not able to provide hardware for their children to work remotely. These laptops will be subject to availability. We are reliant on laptops being supplied to us from the Department for Education for this to happen. This means that we may not always be able to provide every student who requires a laptop with such a device.

We will seek to provide families with poor connectivity with a Department for Education Dongle. As with laptops, these are distributed to schools from the Department for Education so they are subject to availability.

For any student who is facing genuine difficulty in accessing remote education, either due to hardware or connectivity, we will seek to invite them into school so that they can join their live lessons via a school desk top device. This should obviously be a last resort during a period of national lockdown but we recognise that some students may find that this is the only way that they can continue with their education.

How will my child be taught remotely?

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

- live teaching (online lessons) using Microsoft TEAMS
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Text books if students have these at home.
- long-term project work and/or internet research

During complete school closure, teachers will normally make contact with students for some or all of the lesson through Microsoft TEAMS. If the teacher is unable to teach on any particular day (e.g due to illness), students will be informed daily by the headteacher's PA. It is therefore vital that students check SIMS student messages and their email accounts at the start of every school day.

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 must take responsibility for engaging with all of their lessons. They should also take steps to inform the school quickly if they are having difficulty in accessing work and live lessons. Live lessons will be delivered at the same time as they would on the school timetable and we expect students to be prompt to these lessons as we would any school-based lesson.
- We expect good behaviour during on line lessons and students are expected to follow the teacher's instructions promptly.
- Students should join a lesson with their microphone and camera turned off. Teachers will instruct students if they wish them to change any of these settings.

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

- Teachers will check engagement with live lessons and will inform the pastoral team of any missing students or concerns regarding engagement during the lesson.
- Pastoral support staff will contact parents regularly as part of our welfare calls programme and report on engagement.

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.

Teachers will use a range of methods to give feedback to pupils. This will differ between departments but may include:

1. Written comments
2. Whole-class verbal feedback
3. Individual verbal feedback (for example, through a recorded voice message)
4. Class discussions

5. Electronic quizzes that are automatically marked (for example on applications or Microsoft Forms)
6. Providing answers for pupils to self-assess their work

During COVID restrictions, students must ensure that they listen carefully to all verbal feedback and amend and adapt their work accordingly.

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 that some students, for example 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 in the following ways:

Our SEND team will contact families who may need additional support in order to access remote learning. Additional support may include inviting students into school in order to complete their work.

Remote education for self-isolating students

Where individual students 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 students 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 circumstance, we are likely to set work via SIMS student. It is quite possible that the teacher will be unable to deliver a live lesson via TEAMS as they will be teaching the students who are in school.

Dr J Rowley
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