

Remote education provision: information for parents



Introduction

The Government has asked schools to provide parents with information on their provision for remote learning. This document follows a number of questions which are 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 when schools are fully open, please see the final section of this page.

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Our approach to remote learning has been based on guidance from the DfE and Ofsted, as well as research into what works well by the Education Endowment Foundation. Please refer below to their guidance:

Ofsted: [Ofsted what works well in remote education](#)

DfE: [DfE January Guidance 2021](#)

EEF: [Support resources for schools and parents](#)

The remote curriculum: what is taught to pupils at home

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

A pupil's first day or two of being educated remotely will look different to our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

Students will be asked to complete any outstanding Homework tasks on Show My Homework, and make use of relevant e-learning platforms appropriate to their year group, as found here: [Stonehenge School E-learning platforms](#)

Students can also access work from a bank of activities that will support their learning across the curriculum. This can be accessed from the school website here: [Covid Work Bank](#)

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 be able to broadly offer the full curriculum to our students:

- We will teach the same curriculum remotely as we do in school wherever possible and appropriate.
- Lessons will be delivered live with Microsoft Teams and additional work will be placed on Show My Homework to supplement the content of the lessons.

- A blended learning approach will be taken. The lesson will mirror the delivery of a face-to-face lesson. There will be some live input and students will also complete learning tasks independently at home.

Will any of the subjects be different to how they normally are in school?

Many of the subjects will need to be adapted to allow for effective delivery online as it is more difficult for students to interact with each other, or to complete practical work at home. Therefore, it may be necessary to make some adaptations in some subjects.

- For example, it may be difficult for children to carry out a science experiment at home without access to special equipment or materials.
- Another example of where lessons may differ is PE as remote lessons will need to be adapted to the home environment.

Remote teaching and study time each day

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

Ensuring continuity of children’s education is extremely important for their immediate wellbeing and long term prospects. However, for numerous reasons, we recognise that remote learning can be difficult for parents to support. We expect that remote education (including remote teaching and independent work) will take pupils, typically, the following number of hours each day:

Year 7, 8 and 9 (Key Stage 3)	5 hours	In addition, they should be: <ul style="list-style-type: none"> - Reading for 20 minutes per day, - completing Bedrock lessons, - using Tassomai daily to support English, Maths and Science.
Year 10 and 11 (Key Stage 4)	5 hours	In addition, they should be: <ul style="list-style-type: none"> - using Tassomai daily, - Reading for 20 minutes per day, - Using GCSEpod and other e-learning resources to revise and consolidate learning.

How will the day be organised?

We will follow the ‘normal’ timetable for when we are in school. Periods 1&2, or 3&4 will often be double lessons:

Part of the day	Timings	Activities
Registration	8:35am to 8:55am	One day per week will have Teams Meeting with tutor group; pupils should read or complete Tassomai/Bedrock during this time otherwise
Period 1	8:55am to 9:55am	Work set on SMHW, or Lesson on Teams
Period 2	9:55am to 10:55am	Work set on SMHW, or Lesson on Teams
BREAK TIME	10:55am to 11:15am	BREAK TIME
Period 3	11:15am to 12:15pm	Work set on SMHW, or Lesson on Teams
Period 4	12:15pm to 13:15pm	Work set on SMHW, or Lesson on Teams
LUNCHTIME	13:15pm to 13:50pm	LUNCHTIME
Period 5	13:50pm to 14:50pm	Work set on SMHW, or Lesson on Teams

Accessing remote education

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

- Lessons and work provided will follow the student's usual timetable for when they are in school. They can see this in **Show My Homework and in Insight**.
- Tasks and lesson content will be set on **Show My Homework/Satchel One**. All pupils access this to complete their homework so this will be familiar to them. Parents can also access their own account to help monitor the completion of tasks. Each task will show the date, period and the title of the task to help students to organise their time.
- Live lessons will be delivered using **Microsoft Teams**. This can be accessed through Microsoft Office 365 on any web browser. They use their school email address, and normal school network password to access this.
- Emails and Office software like PowerPoint, Word etc can be accessed through **Microsoft Office 365** on any web browser. They use their school email address, and normal school network password to access this.
- Distance Learning and learning platforms will include Tassomai, Bedrock, GCSEPod, Seneca. A comprehensive list is on the school website: [Stonehenge School E-learning platforms](#)

How will my child know how to access the platform used for their remote education?

We have produced the following guides that can be found on our website at the following locations to support the access to the platforms used to deliver remote education:

Show My Homework: [Guides for pupils and parents to SMHW](#)

Microsoft Teams - [Guide to Microsoft Teams for students](#)

Microsoft Office 365 - [Guide to Microsoft 365 to access email, Office software and Teams](#)

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:

- We may allocate a DFE allocated device (once received and subject to their criteria for allocating to vulnerable pupils) – contact Mrs Roberts if in need at robertst@stonehenge.wilts.sch.uk
- We may ask that your child is educated on-site, particularly children with EHCP provision
- Xbox and Playstation consoles can be used to access Microsoft 365: [Using Xbox or Playstation for remote learning](#)
- As a last resort, we will provide printed materials if there is no online access or means of overcoming this. Printed resources can be arranged and left for pickup or posted. If needed, please contact admin@stonehenge.wilts.sch.uk
- Pupils can submit work to their teachers by posting it, leaving in airlock at reception, or taking a photo on mobile phone and mailing.

How will my child be taught remotely?

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

- Live teaching (online lessons)
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Textbooks and reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects (for example GCSEPOD and Tassomai), including video clips or sequences
- Teachers will be working with a document which lays out how good practice (sequencing, questioning, modelling, reviewing and providing stages of practice) in live situations can be replicated with blended learning.

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?

Keeping up with the sequence of learning

It is important that all children follow their timetable every day. They should be ready to learn between 8:30am and 14:50pm every day, following our usual timings for the day as above.

Each lesson is part of a sequence of learning which aims to build children's knowledge of complex skills and concepts in reading, writing, maths and science. To help children understand the complex knowledge being taught, it is broken down into carefully planned, small steps. If a child misses some of these steps, it becomes increasingly difficult for them to understand the new teaching that is taking place.

Teachers will lead these lessons through live sessions to give children clear explanations of the lesson content and the steps that are being taught. Children will be expected to complete work to the best of their ability to embed the teaching into their memories and to enable the teacher to assess their level of understanding.

Checking attendance and completion of work

Parents are able to check attendance of 'Live lessons' via Insight and completion of work via Show My Homework. We will contact home for students who persistently disengage with remote learning, but will not be able to contact all pupils who miss sporadic lessons. Not all lessons will be live and therefore a register will not always be taken, but Insight will allow you to see patterns of attendance.

Access to Insight is here: [Access to Insight](#)

Guidance on SMHW for parents is here: [Guide to Show My Homework](#)

Because teaching staff will often be working at weekends and evenings to upload work to Show My Homework, parents may wish to turn off notifications for Show My Homework following these instructions: [Managing notifications in SMHW](#)

Submitting work: students will be asked to submit work to teachers via One Note (which is part of Microsoft Teams) in most instances (although some staff may ask for it to be on SMHW or via email). A guide on how to do that can be found here: [One Note Student Guide](#)

Behaviour

Children will be expected to respect other children's right to learn. This means that they will need to follow the Behaviour and Safeguarding protocols for written communication and Live lessons which can be read here: [Safeguarding and Behaviour protocols for remote learning](#). It is important that they:

- listen to and follow teacher's instructions carefully
- stay on task and not distract other children or their teacher
- use tools in Microsoft Teams as directed by their teacher

This will allow the teacher to focus on children's learning and other pupils to concentrate on their work. If students are not following the protocols:

- They may be 'muted' by their teachers
- They may be removed from the lesson by their teachers
- Behaviour issues will be recorded on internal systems
- Progress Leaders will be informed
- Parents/guardians will be notified. Persistent problems may mean work is set in alternative ways and students may lose the 'live' function of lessons

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

Attendance

Teachers will be keeping a register of children's attendance at each live lesson. If we notice a pattern of non-attendance, the Pastoral Team made of Assistant Heads, Progress Leaders and Pastoral Assistants will contact you to discuss any barriers preventing attendance and to resolve issues. We are also asking teachers to monitor attendance of their lessons in case students decide to attend some lessons and not others, in which instance they may also be in contact to check if there are any issues.

Behaviour

The pupils at The Stonehenge School, generally, have excellent behaviour and we expect this to continue with online lessons. However, if there are any behaviours that disrupt teaching or learning, the teacher will remind children of the impact this has on themselves and others, and remind children of expectations, following the protocols (see above).

If a child continues to disrupt learning, parents will be contacted and ask to remind their child of the expected behaviour. Please see further consequences above.

Where the school and the parent/s give a child the same, consistent message regarding behaviour, this, in the vast majority of cases, will be sufficient to support the child. Unfortunately, persistent behaviour issues are often caused by mixed messages or differing expectations between home and school. At this very difficult time for all, it is even more important that we are all aligned.

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

We often think of assessment and feedback as marking but that is only part of the picture. It can take many forms and extensive written comments are not always the most effective way to promote learning or the best use of scarce time. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

Teachers will assess children's understanding by:

- asking questions during lessons to gauge understanding
- checking submitted work for accuracy and understanding via SMHW or Teams
- setting specific pieces of work to assess whether the child is able to apply the knowledge that has been taught
- using tests and quizzes to assess whether the knowledge taught is being retained over time (not being forgotten)

Teachers will provide children with information on their performance and guidance on how to improve their work (feedback) against the steps in learning by:

- adjusting their explanations within lessons to shore up understanding
- providing feedback to the whole class at the beginning of lessons after checking (not marking) submitted work for accuracy and conceptual understanding
- providing feedback to groups of children where there is a common need

- marking work set as an assessment piece at the end of the week to determine progress, provide feedback to the child and inform future teaching
- feedback may be provided via SMHW, Teams, or email

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 children 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 these pupils in some the following ways:

Children with special educational needs and disabilities (SEND) will be supported through:

- the provision of work that suits their ability, and that is focused on next steps needed within the sequence of learning
- small group consolidation of live lessons
- providing access to online Oak National Academy lessons for specialist aspects beyond the national curriculum
- online live access to specialist teaching or therapeutic services

Some students may benefit from accessibility features on Microsoft Office products so that Text is spoken out loud to them. Support on accessing that feature from home can be found here:

<https://support.microsoft.com/en-us/office/listen-to-your-word-documents-5a2de7f3-1ef4-4795-b24e-64fc2731b001>

Plus a guide on Youtube can be found here: https://www.youtube.com/watch?v=N_JhQBJpgVw

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the remote education provided will differ from the approach for whole groups. This is due to the challenges of teaching the vast majority of pupils in school whilst providing education for a small number of pupils at home.

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, the provision of remote education will mirror what is taught in class. However, the school will not be able to provide live lessons or recordings of lessons.

Day 1 to 3 of their absence - Students access work from a bank of activities that will support their learning across the curriculum. This can be accessed from the school website: [Covid Work bank](#)

Day 3 to 10 of their self-isolation – learning tasks will be set on Show My Homework. It will contain the lesson resources and instructions.