The Piggott School: Remote Learning Expectations for Pupils and Parents

Schools have been asked by the DFE to provide information on their school websites about how remote learning will be provided and what parents and carers should expect from their school.

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 entire cohorts (or bubbles) to remain at home.

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

The remote curriculum: what is taught to pupils at home

At The Piggott School, pupils should expect to receive a broadly similar curriculum to what would have been taught in school. In order to support families in accessing the work, some content may have been adapted to make it more accessible remotely but our intention is to challenge and scaffold work for pupils in the same way we would do in school.

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:

Year Group	Remote Education
7-13	5 hours a day Pupils will follow the structure of their normal daily timetable. This will include 3 lessons with small breaks built into each lesson. Pupils will also have a lunch break to help manage daily screen time. Teachers will set up teams and send out invite to lessons on Microsoft Teams that will allow pupils to join at the appropriate time All lessons will take place on Microsoft Teams The day will be as follows: • Tutor time 8.45am – 9.00am • Lesson 1 – 9.00am – 11.00am • Lesson 2 – 11.00am – 1.00pm • Lunch break – 1.00pm – 2.00pm • Lesson 3 – 2.00pm – 3.00pm

Accessing remote education

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

If you are unable to access any of the below platforms please email your child's class teacher or Pastoral Assistant

Year Group	Learning platform/s include
7-13	MS Teams
	Satchel:One (Show My Homework)
	MS Onedrive
	Google Classroom
	GCSE Pod*
	Kerboodle
	Everlearner*
	Exampro*
	specific to certain year groups only

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:

- Information has been sent home regarding accessing equipment required to work online including Chromebooks and wifi dongles

- If you have a poor internet connection please get in touch with the school immediately

- If you require printed versions of the remote learning or are unable to submit work online please contact your child's class teacher

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.
As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.
Some examples of remote teaching approaches:
- live teaching (online lessons through Microsoft Teams)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- long-term project work and/or internet research activities (as per the schools full opening guidance, schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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 understand this is a difficult time and some circumstances make supporting remote learning more straight-forward than others. The Piggott School will continue to provide, as a minimum, the work set out in this document. Parents and carers are free to make decisions about what is manageable and achievable for their own children. Our teachers are available to discuss engagement and support if this is required. If there has been no work submitted or contact has not been made with a family in any given week, contact will be made with home to see what further support the school can provide.

- It is understood that for varying reasons, pupils will need to access learning at different times throughout the day, perhaps due to device sharing or perhaps to fit around parental work schedules.

- Pupils will follow the daily timetable above and all lessons will be uploaded to Microsoft Teams

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

- Attendance will be taken on Microsoft Teams at the beginning of each lesson and recorded on SIMS
- Teachers will check on engagement during lessons and through the submission of work through the appropriate platform
- If teachers are concerned that there has been a lack of engagement, or if no work is handed in, teachers will communicate with parents via email in the first instance to see what support can be provided and outline an expectation for work completion in the following week. This would be followed by a phone call if the agreed work is not submitted. Where no contact is made with a pupil in any given week, teachers will phone the parent to discuss support strategies.

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 feedback on pupil work is as follows:

- Work submitted will be read and reviewed by the teacher. Some of this work may require written feedback but written feedback will only be provided where it can move learning forward for the pupil concerned. Other forms of feedback may be in the form of answer sheets uploaded for pupils to self-mark, or automated marking of work using digital platforms including Microsoft or Google Forms.

- Teachers may use Microsoft Teams to view your child's work and provide feedback. This may take many forms, such as: written comments, verbal feedback via a pre-recorded video or audio clip, or whole class feedback when addressing the common learning points for the class.

- Additional use will be made of online assessment tools where appropriate.

- Digital platforms that automatically mark answers and provide instant feedback will also be used in some subjects.

- Self-assessment and marking is seen as a key skill in developing 'metacognition' through self-monitoring and evaluating their work. Teacher feedback will support and enable pupils to be able to do this better and more independently over time. For younger pupils, verbal feedback may be given if this is more appropriate.

- Ongoing teacher assessment will also be used to inform teacher's planning so that tasks are set based on what pupils are able to do and what they need to learn next. These tasks may be in the form of a follow up starter activity based on assessment, or work may be set again in a few weeks to see what knowledge and understanding has been retained.

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:

- Some work may be adapted to suit the specific needs of your child, if additional scaffold or support sheets are not already outlined on the work.
- Teachers of SEND pupils will consider their specific needs when setting remote learning. Pupils with SEND will have the support of their teacher on Microsoft Teams. Teachers are available to answer questions and provide feedback on Teams at the times of their ordinary timetabled lesson.
- Close contact is maintained with students with SEND to offer support as required
- In some cases, where there is need, some students with SEND may also be invited to attend school to help maintain routines and provide support for school work from LSAs.
- Learning Support Assistants (LSAs) will be available to support pupils with SEND working online where capacity allows.

Remote education for self-isolating pupils

Where individual pupils 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 pupils 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 the case of a child having been asked to self-isolate by the school or NHS, the school will continue to deliver educational services, in line with the planned curriculum. Teachers will share the content of their lesson to the appropriate platform as soon as possible. Where possible and where the school resources allow pupils will join the lesson 'live' via Microsoft Teams.

- As the school is currently managing remote learning for those at home and school-based learning for those in school during this Lockdown, the provision is the same as outlined above. In situations where pupils are self-isolating and are ill, please get in touch with the school so that we know not to contact you if work is not provided. There is no expectation for a pupil who is unwell to complete the work provided.