



## SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

### *Our Vision:*

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

### **Remote education provision: information for parents / carers**

This information is intended to provide clarity and transparency to learners 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 students are self-isolating, please see the final section of this page.

### **The remote curriculum: what is taught to learners at home**

A learner'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 learners being sent home?**

Where possible, learners will be sent home with workbooks to complete independently in the first instance. If this is not possible, for example because of health and safety protocols, learners will be encouraged to access online recorded lessons and/or to engage with supplementary online resources independently.

### **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 teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, subjects which comprise of a Non-Examined Assessment (coursework) have to adhere to Joint Council for Qualifications (JCQ) regulations. In addition, some practical subjects which require specific materials, tools and/or resources; Science, Design Technology and/or Media Studies may have to be adapted.

## 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 Stages	(Number of hours – there are <a href="#">minimum expectations</a> for remote provision per day.
Key Stage 1	N/A
Key Stage 2	N/A
Key Stage 3	Year 7 - 5 hours per day Year 8 - 5 hours per day Year 9 - 5 hours per day
Key Stage 4	Year 10 - 5 hours per day Year 11 - 5 hours per day
Key Stage 5	Year 12 - 5 hours per day* Year 13 - 5 hours per day* *No guidance issued from the Department for Education (DfE)

## Accessing remote education

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

Further software used within departments is shared with students and parents / carers directly.

Shirley High School is using Google Classroom for the delivery of online remote learning.

Depending on the phase of learning students will also have access to other online software, such as:

- GCSEpod
- Kerboodle
- Tassomai
- Everlearner
- MyMaths

### 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:

The school has implemented a centralised system. Parents/carers have been informed to contact [remotelearning@shirley.croydon.sch.uk](mailto:remotelearning@shirley.croydon.sch.uk) which is overseen by a member of the school's Senior Leadership Team (SLT), in order to enquire about the following:

- The loaning and issuing of online devices: laptops or computers;
- The loaning of internet connections, for example, routers or dongles, and where parents/carers can find more information.;
- Information on the Department for Education's temporary increase of mobile phone internet data.

Parents/carers have been informed to contact [office@shirley.croydon.sch.uk](mailto:office@shirley.croydon.sch.uk) for the following:

- To enquire about the school's Key Worker and Vulnerable learners provision.

Parents/carers have been advised to visit the school's website, under the remote learning tab <https://www.shirley.croydon.sch.uk/page/?title=Remote+Learning&pid=117> to access information and videos on:

- How to access live and recorded lessons on Google;
- Frequently answered questions;
- How learners can submit work to their teachers.

Parents/carers have been advised to contact their child(ren)'s Head of Year for information on:

- How students can access any printed materials needed if they do not have online access.

### **How will my child be taught remotely?**

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

- Live teaching (online lessons);
- Recorded teaching (for example, video/audio recordings made by teachers);
- Printed paper packs produced by teachers, (where students cannot work at home and cannot attend the schools vulnerable and key worker provision for valid reasons. Families must contact the school directly to discuss their issues / concerns);
- Textbooks and reading books learners 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 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?**

- Ensuring that your child(ren) are available to learn remotely at the times set out and that the schoolwork set is completed on time and to the best of their child's ability;
- Reporting any technical issues to the school as soon as possible;
- Reporting any absence;
- Ensuring their child uses the equipment and technology used for remote learning as intended;
- Adhering to the home school agreement at all times.

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

The school is committed to undertaking the following:

- Taking registers and recording which learners engage with remote learning;
- Facilitating (virtual) tutor times;
- Setting assignments for submission;
- Follow up emails will be sent in the first instance of absence (class teacher).

Where there is a concern, staff will:

- Contact learners and parents/carers;
- Contact HOD (Head of Department);
- Contact learners' Heads of Year.

In some circumstances, contact the school's Designated Safeguarding Lead and/or undertake home visits.

### **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 student work is as follows:

- Feedback will follow the school policy and changes made to reflect the impact of COVID 19;
- Learners will primarily receive feedback via Google Classroom. However, this may not be appropriate for certain subjects and department assessments;
- Learners will receive feedback regularly to ensure that they continue to make progress.

## **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:

- Parents/carers of learners with SEND will be informed about the school's Key Worker and Vulnerable learners provision;
- Hearing impaired learners will still be supported by the Hearing Resource Centre (HRC). Where live lessons are carried out the caption function will be turned on so that information is clearly available for all learners.

The school's Inclusion (SEND) department will continue to operate and support learners with their learning and progress.

## **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?**

Learners should be able to access live and recorded lessons. Learners will also be given supplementary resources to support learning where appropriate. In addition, staff will be contacting learners and parents/carers.