

Outwood Academy Normanby
Remote education provision – information for parents



Updated January 2021

These information pages are intended to provide transparency to parents and students about what to expect from our remote education offer if local restrictions require entire cohorts (or bubbles) of students to remain at home.

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

The remote curriculum: what is taught to students 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 such delivery.

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

Students are able to transfer immediately to remote learning through Google Classroom. Google Classroom has been a tool used in lessons and for homework completion for a long period of time and students are familiar with our approach. Teachers will set appropriate work for their classes via the Google Classroom; this will include Live Lessons, pre recorded lessons and appropriate resources to ensure that learning continues in line with the normal sequence of learning.

Students who do not have access to technology can loan a laptop/chromebook from the school. In some cases, it may be appropriate for paper copies of resources to be sent home for students to complete, but it is preferential that online learning resources are used.

If your situation at home changes, please inform the school so that our records regarding students' access to technology and wifi access can be kept up to date. Please use the email: google@normanby.outwood.com to inform us of a change in circumstances.

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, PE 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 set that is linked as closely as possible to what the students would be learning if they were in school.

It is important that students continue to make progress in all their subjects, this is why we have carefully mapped the content for each subject to ensure that we can switch seamlessly to a remote learning approach should the need arise.

Students will also have access to Tutor Registration Time every morning where they engage with their tutor teacher and / or members of the senior leadership team. Tutor Time will have a focus on student wellbeing - both physical and mental - to support students in these challenging times, as well as to address any technology issues, or to hold a whole year group assembly.

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 students broadly the following number of hours each day:

Secondary school-aged students not working towards formal qualifications this year	A minimum of 5 hours with additional work set between lessons (homework)
Secondary school-aged students working towards formal qualifications this year	A minimum of 5 hours input from teachers with additional work being set between lessons (homework).

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. Students will continue to use online platforms such as Seneca Learning (Science), Hegerty and Sparx (Maths) to support subject lessons.

Q5. If my child does not have digital or online access at home, how will you support them to access remote education?

If you have already informed us that your child needs access to a device to access online learning a laptop/chromebook will be issued for the duration of the Covid related absence. We do understand that circumstances may change and should this happen then please contact us via the email: google@normanby.outwood.com A colleague from school will then contact you to address any issues and to resolve any barriers to online learning, including wifi access.

For those families who have requested printed materials, packs of work will be posted home or delivered (if appropriate). A member of staff will contact you to agree an appropriate way of submitting the completed work in order to get feedback from teachers. This could include regular phone calls, posting work back to the school or taking photos of the completed work via mobile phone and emailing it to the appropriate person.

Q6. How will my child be taught remotely?

Google Classroom is the 'go to' place for all students to access their online learning. All students have been taught how to use this platform and additional support if required is available via the 'Latest News' section of the school website to the right of the home page at www.normanby.outwood.com A link to this page is regularly texted to relevant parents and carers. Such 'Latest News' items also contain video clips which explain for example, how to log onto Google Classroom, how to re-set a password, and how to access and submit work. These videos can also be accessed at <https://homelearning.outwood.com/>

'Live Lesson' teaching will be used wherever this is practicable to do so. Students will either follow their normal timetable of lessons, as seen in the back of their planner, 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, could include direction to national sites e.g. Oak National Academy or subject specific YouTube clips that are embedded in the content.

Additional work is set by the teacher via Google Classroom which will regularly include revision and quizzes to consolidate learning.

All students are expected to engage with remote learning and those not engaging will be followed up by their teachers to identify any barriers and to establish what further support is required. We use a number of approaches to this including phone calls and text messages home.

Q6a. What is the process for issuing or lending laptops or tablets to students, 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/Chromebooks will be available for these students to loan during the period of absence due to Covid. This will continually be reviewed during safeguarding/welfare calls. Parents /carers should inform the academy should their circumstances change via google@normanby.outwood.com

Q6b. How students can access any printed materials needed if they do not have online access

Work will be posted home or delivered to these students as a temporary arrangement in the majority of cases, where online work cannot be accessed. Arrangements will be discussed with families as to how to submit completed work in order to obtain feedback from teachers, alongside support to address online access in the future.

Q6c. How students can submit work to their teachers if they do not have online access

Please see Q6b.

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?

All students are expected to engage with remote learning. Parents/carers of those not engaging will be contacted by their child's class teachers or learning manager to identify any barriers and establish where any further support is required.

Parents/carers are able to sign up to Google Classroom Guardian which enables them to receive an overview of the work that has been set and completed for their child on Google Classroom.

The following guides have been produced to support remote learning:

- o Parent/Carer Guide to Online Lessons – this document provides useful advice on how best to support your child with their online learning (eg establishing routines, regular screen breaks, removing distractions etc) Link: [Parent/Carer Guide to Online Lessons](#)
- o Student Guide to Online Lessons – this document outlines the behaviours we expect from students during live lessons. Link: [Student Guide to Online Lessons](#)
- o The Blended Learning Strategy – this document outlines our approach to blended learning in different scenarios (hyper link to the appropriate documents) Link: [Outwood's Approach to Blended Learning document](#)
- o Staff Protocols for Online Lesson – this document outlines how we expect staff to deliver quality first teaching in online lessons. Link: [Staff Protocols for Online Lessons](#)

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

A register will be taken by the teacher for all Live Lessons and absentees will be followed up regarding their non-attendance. We let all parents know the number of Live Lessons attended, whether Registration was attended or not, and % of Live Lessons attended so far, each evening via text.

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. (See: Blended Learning Strategy Overview document)

Subject 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.

For students who are accessing printed resources, their progress will be followed up via phone calls and other means which will be established at the start of the period of self isolation as outlined in the 'Accessing Remote Education' section above. Submission of work expectations will be set by the classroom teacher, and is dependent on the COVID Tier status at the time.

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 student 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 as sound files attached to the students' work 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 providing them with immediate feedback.
- 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 students 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 students, for example some students with SEND, may not be able to access remote education without support from adults at home. Where there is a national lockdown, we invite those SEND students who would benefit from additional support in school to access Live Lessons, as part of our provision for vulnerable children and those of critical worker parents.

We will work with parents and carers to support those students 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 microphones 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.
- Teachers will deploy teaching assistants in their google classroom in the same way as they would their physical classroom using breakout room tools.
- Students will receive additional intervention and 1:1 support as they would do if they were in the Academy.
- We will provide required equipment such as overlays for students. Any specific request should be made directly with our SENDCo Miss Elizabeth Mitchell via e.mitchell@normanby.outwood.com

Remote provision for self-isolating students

Where individual students 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 students 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.