

Churchill Community College

Remote education provision: information for parents (January 2021)

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 (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 pupils 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?

When a period of remote learning occurs with short notice, students should access the 'Learning at Home' section of our website where they will find links to websites and approved learning applications to work through for their key stage. There are a combination of different tasks such as reading, watching, quizzing and written responses.

In addition to this, students in Years 10-13 have ongoing independent study and revision tasks on their subject Google Classrooms.

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 in practical subjects such as Art, Music, Performing Arts, Technology and PE.

We have also had to make changes to our curriculum sequence in some subjects, for example in Computer Science where students need access to a particular programme or piece of software and in subjects such as Science and iLearn where some topics require face to face teaching due to their complex or sensitive nature.

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	A minimum of five hours
Key Stage 4	A minimum of five hours
Key Stage 5	A minimum of six hours

Accessing remote education

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

We use Google Classroom and Google Meet for remote teaching and learning. Students can access this from our school website or from the apps they have downloaded to their device.

Once they have been posted home, students will be able to complete written work in their workbooks.

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 will loan chromebooks to students who do not have access to a suitable device throughout the school day (a phone is not a suitable device whereas a tablet, laptop or desktop computer is.) To request a device please email tech.support@churchilcc.org or call school and our reception team will organise for you to receive a call back.
- We will loan mobile internet dongles to students who do not have access to an internet connection during the school day. To request a dongle please email tech.support@churchilcc.org or call school and our reception team will organise for you to receive a call back.
- We will send students home with booklets for their subjects if they are told they need to self isolate when they are in school. In all other cases we will post or hand deliver booklets. Students should contact their subject teachers on Google Classroom or by email if they do not have a subject booklet.

- All work needs to be submitted via Google Classroom. In most cases this means students need to photograph their work and attach it to their assigned tasks. If students struggle to do this, they need to contact their learning coordinator. The easiest way to contact learning coordinators is by email but a parent can also call our reception team who will organise for you to receive a call back.
 - kelly.driver@churchillcc.org (Year 7)
 - katie.hurst@churchillcc.org (Year 8)
 - leanne.gosling@churchillcc.org (Year 9)
 - janet.forster@churchillcc.org (Year 10)
 - jonathan.charlton@churchillcc.org (Year 11)
 - For sixth form please email sarah.lawlor@churchillcc.org (Sixth Form Progress Tutor) or jill.teale@churchillcc.org (Head of Sixth Form)

How will my child be taught remotely?

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

Students should be following a full timetable of live online lessons through the school's secure Google platform. This will not be exclusively the teacher showing a presentation or speaking but should involve interactivity using the 'chat' feature of Google Meet, Google forms, and other online sites or apps which enable quickly checking for understanding. It will also involve periods of time when students are completing independent written tasks or activities, during which they are able to ask for and receive support from their teacher or another member of staff in the lesson.

All lessons are recorded and the recording will then be uploaded into the Classroom after the lesson for any students who may have had difficulty accessing it 'live'.

During lessons, students should be writing in the internally-produced booklets which have been used throughout this year in lessons and which can be posted or hand-delivered if it is not possible for students to take them home at the start of their isolation period or at the point of school closure.

In addition, students have access to a number of online resources which are available through the student dashboard on our website. This includes GCSEPod, Seneca, Hegarty Maths, Eedi, The Day and Accelerated Reader, as well as AccessIT, an online library portal for various online reading resources.

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?

- When students are learning remotely we expect them to complete their minimum hours of work per day (KS3 and KS4 five hours and six hours for KS5.) If they are unwell or can't complete their work due to attending appointments, you need to contact school in the usual way.
- When live lessons are delivered, we expect students to arrive on time with their cameras and microphones off. Unless students are explicitly asked to unmute themselves by their teacher, they should never do this. Cameras will remain off at all times for safeguarding purposes.
- During live lessons students must follow the rules and expectations set out by the teacher which includes only using the chat feature for teaching and learning purposes and when told to do so.
- Any students who do not follow these rules and expectations will be given a warning and may be removed from the classroom as detailed in the updated behaviour policy available separately on the college website.
- We expect students to complete the tasks assigned during the lesson and submit their work on Google Classroom.
- Where possible, we would ask for support from parents and carers to help their child by giving them a quiet space to work and ensuring they are free from distractions, for example mobile phones and games consoles. We also value parent and carer support in ensuring all the above student expectations are adhered to.

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

Student engagement is monitored in a number of ways:

1. Each morning between 9.00am and 9.15am, students are asked to complete a short Google form to check they are up and ready to learn and give them the opportunity to inform the school about any concerns or difficulties they anticipate facing that day, whether technical, academic or emotional.
2. Student attendance in each live lesson is automatically recorded through the Google system.
3. For most lessons, tasks and activities are set as one or more 'assignments' in students' Google Classrooms which students then mark as 'Handed in' once complete, attaching a photo of the relevant page(s) from their booklet.
4. Work submitted through Google Classroom is reviewed by the class teacher to check it has been correctly submitted and for feedback to be provided where appropriate.

These different methods all feed into a system which prioritises the order and frequency of students receiving a 'Keeping in touch' (KIT) call from a member of staff. All students should usually receive at least one KIT call each week, with any students who are not engaging or who are causing concern receiving additional KIT calls.

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. Our approach to feeding back on student work is as follows:

- We use Google Forms, the self marking tools within apps such as Hegarty Maths, GCSEPod, Quizlet, Quizziz and Seneca as well as teacher marking to assess students' work.
- Feedback will be both via whole class approaches as well as personal comments and targets or questions from teachers to help students improve.
- Students will receive regular feedback. At Key Stages 3 and 4, this would typically be a minimum of at least once per week in English, Maths and Science and once per fortnight in other subjects.

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 pupils in the following ways:

- Our pastoral teams and SENDCO will maintain regular contact with families of students with additional educational needs with at least two phone calls per week.
- Through the KIT calls we will ensure teaching staff are made aware of any difficulties students with additional needs are having and have the opportunity to provide intervention or additional support. This may involve one or more of the following:
 - Students being provided with remote online or telephone support from an LSA during a live lesson
 - Students moving to an online 'breakout room' during part of the lesson where they can receive support from an LSA or other member of staff
 - Differentiated and/or additional materials or resources being provided to students struggling to access particular aspects of the curriculum
 - In some subjects, students being taught alongside other students of broadly similar ability in 'sets'

- In a small number of cases, students with particular needs have been invited into school where they are supported in person by LSAs or other staff

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 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?

Individual students who are self-isolating will be provided with their subject booklets so they can continue to learn in line with their peers in school. Teachers will post lesson materials to Google Classroom as well as any appropriate support videos or documents so that whether in school or remote, all students follow the same planned and sequenced curriculum, with meaningful and ambitious work to complete each day. Self isolating students will follow their usual timetable but a day behind normal and will continue to receive a minimum of weekly or fortnightly feedback from their subject teachers. They will be supported to catch up on any work they did not complete when working remotely when they return to school through ongoing help from teachers in lessons and access to our home learning support sessions which take place after the school day.