



# Remote Education

Information for Parents & Carers

# Remote Education Provision: Information for Parents & Carers

This information is intended to provide clarity and transparency to students, parents & 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 document.

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## The remote curriculum: what is taught to students 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?

Lister Community School will continue to provide a broad and balanced curriculum in the event of any full or partial lockdown. The school's aim, in the event of any lockdown announcement, is to ensure a seamless transition from school-based teaching to remote learning. Provisions are in place to ensure that this transition occurs within the 24 hour period following any announcement, and in the majority of cases it is hoped that the transition will be completed within 12 hours.

All students are expected to follow their regular school timetable in the event of any lockdown, and will be taught remotely through a mixture of live lessons (using Google Meet) and independent home learning activities (using Google Classroom and recorded on Go 4 Schools).

### 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?

Lister Community School will provide a broad and varied curriculum remotely, mirroring their normal provision as closely as possible. Through a blended approach of both live lessons and independent home learning activities, the school will provide a minimum of 5 hours of study per day.

There will be some adaptation and modification to the provision in practical subjects (e.g. 3D Design, Art, Catering & Hospitality, Textiles) as we appreciate that the specialist equipment and materials required in certain subjects are unlikely to be available in the home.

## 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 and 4	All students will complete a minimum of 5 hours of work per day. Additional work may be set for our Key Stage 4 students, in particular Year 11.  Some students will also be able to participate in additional learning opportunities, outside of regular school hours, such as Book Club, Careers Events & Scholars Seminars. These will be communicated to students through their bi-weekly live tutorial sessions.
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## Accessing remote education

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

We are using Google Apps for Education (Google Classroom & Google Meet). Teachers will provide links for live lessons to students via email each day. An accompanying independent learning activity will be set via Google Classroom, and recorded on Go 4 Schools. All parents & carers have access to Go 4 Schools, where they are able to track both attendance at live lessons and the completion of home learning activities.

Teachers will also use a number of subject-specific, commercially-available resources to support delivery of their subject. These include: My Maths, SENECA Learning, Oak National Academy, BBC Bitesize and much more.

We aim to use a wide range of resources in order to provide high quality remote learning. Curriculum areas may use additional resources where these have been judged to be appropriate and effective for learning.

### 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:

We have, and will continue to provide Chromebooks and laptops to students in order to ensure that they are able to participate fully in remote learning.

During the 2020 lockdown, the school distributed over 150 school-purchased Chromebooks to students. This has been supplemented by the provision of c.180 DFE-sourced laptops during the 2021 lockdown. We have followed DFE guidance when allocating these resources to students.

Should families still not have access to a computer or the internet at home, they are requested to please contact [sara.voisey.lister.ncltrust.net](mailto:sara.voisey.lister.ncltrust.net) who will be able to assist and/or make alternative arrangements for the ongoing education of their child.

Should any child encounter any issues accessing live lessons via Google Meet or home learning activities via Google Classroom, families are requested to please contact [chris.morgan@lister.ncltrust.net](mailto:chris.morgan@lister.ncltrust.net) who will be able to assist and/or make alternative arrangements for the ongoing education of their child.

Where it is more appropriate to provide work packs, these are developed by the curriculum leader and posted home. Work can be returned by post if it can not be submitted online.

## How will my child be taught remotely?

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

Throughout any lockdown period, your child will continue their education through a variety of different mediums. Some of these are listed below:

### *Core approaches:*

Students will experience:

- live interaction with teaching staff via Google Meets & Google Chat
- independent learning activities set via Google Classroom

### *Supplemental Approaches:*

Students may experience:

- pre-recorded lessons (created by Lister staff)
- pre-recorded lessons (created by external partners, such as Oak National Academy, and quality-assured by Lister staff)
- self-study courses and revision activities (using SENECA Learning, BBC Bitesize, etc.)
- independent study activities using subject-specific websites (such as DuoLingo & MyMaths)

This list is non-exhaustive, with new approaches, programmes and resources added to our provision on a daily basis, subject to review and quality-assurance practices.

## How will my child be taught if their teacher is absent?

The school may experience higher than average levels of staff absence due to a pandemic. We will do our best to ensure that the impact of staff absence on students is minimised.

Where possible, teaching groups will be merged in order that your child's remote learning experience is not affected by staff absence. Under these circumstances, your child will continue to receive a link via email for their live lesson, with an accompanying home learning activity provided on Go 4 Schools.

On some occasions, the merging of classes is not possible (e.g. where merging groups would put too many students in one session). In these instances, your child will receive an email from their teacher (or the relevant subject/Curriculum Lead) informing them that no live lesson will take place. An independent home learning activity will be set on Go 4 Schools.

# 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?

Our expectations of all students are as follows:

- They must engage daily with all aspects of our remote learning programme.
- They must ensure 100% attendance at all live lessons and live tutorials.
- They must complete all home learning activities and submit for feedback by the deadline.
- Additionally, they must adhere to all of the expectations set out in the [Virtual Learning Protocols](#).

Our expectations of all parents & carers are as follows:

- Please ensure that your child adheres to their regular school routine. They should be ready to begin lessons by 8:30am, take lunch at 12:25pm (Yr7,9,11) or 13:25pm (Yr8,10), with the school day finishing at 3:00pm. Maintaining this routine will support the physical and emotional wellbeing of your child.
- Please support your child by checking in on them on a regular basis, reviewing the work they have completed (you can check what home learning activities have been set for your child using Go 4 Schools). This will both encourage and motivate your child, whilst ensuring that they are suitably safeguarded when online.

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

*Attendance:*

- Registers will be taken on Go 4 Schools in all live lessons and live tutorials.
- All students who fail to attend a live session will be contacted by their teacher or tutor shortly after the live session has completed.
- Students who regularly fail to attend live lessons will be contacted by a member of the pastoral team.
- Where there is a concern that a student has not engaged in any of their assigned remote learning, they will be invited to attend the in-school provision for vulnerable and key-worker students.
- Home visits may be conducted by school staff where communication has not been successfully established.

*Home Learning Activities:*

- All home learning activities will be set on Go 4 Schools, viewable by parents & carers.
- Teachers will track submission of home learning activities on Go 4 Schools.
- Teachers will make contact with students where home learning activities have not been set, or where a deadline has been missed.
- Where there is a concern that a student has not engaged in any of their assigned remote learning, they will be invited to attend the in-school provision for vulnerable and key-worker students.
- Home visits may be conducted by school staff where communication has not been successfully

established.

Additionally, all staff are expected to refer any safeguarding concerns to our safeguarding team through our online Safeguard portal.

It is essential that parents and carers ensure your contact details (telephone & email) are up to date, and you must notify the school of any changes.

## **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:

The School will provide feedback to students through a variety of methods:

- Teachers will review submitted work and provide whole class feedback on key misconceptions and areas to improve to the class in their live lessons.
- Through questioning in the live lessons teachers will be able to assess understanding and provide feedback.
- Teachers will model examples of work and students will offer either verbal examples of work completed or type responses in the chat function, which teachers will feedback on
- Submitted work will where appropriate receive individual feedback on how to improve and, for exam work, a mark or grade.
- Students will receive feedback on work completed straight away in SENECA learning and My Maths.
- Teachers will set quizzes and multiple choice activities which will provide regular feedback on their understanding.
- Programmes set from Oak Academy and GCSE Bitesize include knowledge quizzes with answers.
- Students will receive feedback on submitted extended work, it will be appropriate to the curriculum plans but will be approximately every two weeks.

## **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:

- Teachers will set differentiated remote learning with the appropriate support and challenge for pupils with SEND and/or early stage EAL (English as an Additional Language).
- Our SEND Leads contact home for students with an Education, Health and Care Plan (EHCP),

and children with High Needs Funding (HNF), on at least a weekly basis and are available for contact over the course of the week as needed. Parents and carers have the contact details of these specialist staff.

- Targeted students are offered 1:1 support with an LSA or a Communication Support Worker in their online lessons and post lesson.
- Differentiated work packs are offered to targeted students with SEND as required.
- All students are monitored with regard to participation in remote learning. Those who are unable to access remote learning even with this level of support are invited to attend the vulnerable provision.

## **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?**

When a whole year group bubble has to self isolate the school will be providing the remote education plan described above.

We will ensure individual students self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

Teachers will communicate directly with the student, co-ordinated by Mr Morgan. Students will be expected to follow the programme and submit work for feedback.

Following the end of the last lock down we have reviewed this aspect of the plan to meet the needs of small groups within a year group isolating in order to ensure they are able to follow a similar curriculum to those of their year in school.