John Port Spencer Academy

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 if 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.

In this document

The remote curriculum: what is taught to pupils at home

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

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?

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Accessing remote education

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

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

How will my child be taught remotely?

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?

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

How will you assess my child's work and progress?

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?

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

The remote curriculum: what is taught to pupils at home

A pupil'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 pupils being sent home?

Students should expect communication from their teachers via Google Classroom and email. Students should log onto Google Classroom and check for messages from their tutor and their classroom teachers for that day. There may be a live lesson link or work to be completed. Teachers will follow the timings of the school day. If this is an unexpected period of remote education, the first day may not consist of all lessons as teachers are preparing and getting set up.

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:

Adaptations to the ORDER

Some subjects have changed the order of topics taught, for example:

- Science and Drama are teaching the more theoretical aspects of the course during remote education, leaving practical topics (eg acids and alkalis in science) and practical aspects (eg performance in drama) for later in the year.

- Health and Social Care are leaving more sensitive topics for face to face teaching.

Adaptations to the EMPHASIS

There is a different emphasis in some subjects eg in KS3 Drama, key concepts are being taught through theoretical study with a stronger emphasis on evaluating professional theatre work. In Art, more emphasis is placed on analysis of a portrait instead of the creation of a piece of work

Adaptations to the MATERIAL

There is a change in material used in some subjects eg in Year 7 Art – accessible at home practical tasks are being set to provide students with experience with materials they have at home.

More SELF STUDY

Some subjects are teaching the theory and asking students to carry out the practical aspects of the course independently.

For example, PE is setting tasks and challenges; Food technology is encouraging practical work.

Adaptations to the TEACHING STYLE

The teaching style may have changed for example, verbal discussions may now become contribution to a Google Document.

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:

Secondary school-aged pupils not working towards formal qualifications this year	5 x 50-minute lessons each day.
Secondary school-aged pupils working towards formal qualifications this year	5 x 50-minute lessons each day. Extra work as necessary to replace homework.
Sixth form students: Year 12	17/18 x 50-minute lessons per week. 7/8 hours of independent study.
Year 13	15 x 50-minute lessons per week. 10 hours of independent study. Extra work as necessary.

Accessing remote education

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

All work and live lessons will be accessed through Google Classroom.

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:

If your child does not have a laptop or a suitable internet connection, please request help by emailing ITsupport@johnport.derbyshire.sch.uk or by telephone: 01283 735191.

You can also make these requests by emailing or phoning your child's Head of Year:

Year 7: DWO@johnport.derbyshire.sch.uk

Year 8: NCO@johnport.derbyshire.sch.uk

Year 9: KPO@johnport.derbyshire.sch.uk

Year 10: LBy@johnport.derbyshire.sch.uk

Year 11: LOR@johnport.derbyshire.sch.uk

Sixth form: RJL@johnport.derbyshire.sch.uk

Revision guides and textbooks can be ordered through Parentmail.

If students would like a printed copy of any materials, they should email their teacher in the first instance and the teacher will arrange for printing and collection of the material.

If a student does not have online access and would like to submit written work, this can be dropped off at the school reception, marked for the attention of the teacher.

How will my child be taught remotely?

We use a combination of approaches to teach pupils remotely. We predominantly use approaches numbered 1-4 below but may use any if they are suitable for the content being delivered. We expect teachers to choose the most appropriate for their subject and their teaching.

1. **Live teaching** (online lessons): A live Google Meet where students can see and hear the teacher.

2. **Live teaching** (online lessons): A live Google Meet showing the teacher's screen and listening to the teacher talk through the work

3. **A pre-recorded Google Meet video,** then using Comments in Google Classroom so students can ask questions live.

4. **A pre-recorded PowerPoint** with the teacher talking through the slides – then using Comments in Google Classroom so students can ask questions live.

5. **Commercially recorded teaching:** for example, Oak National Academy lessons, Freesciencelessons.co.uk.

6. **Commercially available websites** supporting the teaching of specific subjects or areas, including video clips or sequences.

7. **Education software** e.g. Seneca learning.

8. **Textbooks and reading books** pupils have at home.

9. **Printed paper packs** produced by teachers (e.g. workbooks, worksheets).

10. **Project work and/or internet research activities**

11. **Email students** and be ready to reply in the lesson.

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 expect students to attend all live lessons where possible. If not possible, then please contact the school to report the reason for non-attendance as you would if your child was absent. To report an absence, please

> email: attendance@johnport.derbyshire.sch.uk,
>
> call the school and select the 'Absence' option, or
>
> call 01283 735181 and leave a message.

When there is not a live lesson scheduled, we expect students to watch the recorded lesson or complete the work provided during the lesson time, as instructed by the teacher. This can be done at any time during the day but it is suggested that all lessons are completed at the correct time to provide structure for students.

We expect parents to support their child's learning by encouraging attendance at all live lessons and the completion of work set.

We would like parents to report any reasons for students not attending lessons or completing work so that we can address any issues.

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

Teachers will take a register for all live lessons

Teachers will record students who have not provided work by the deadlines.

Teachers will report concerns weekly. A concern may be a student attending no live lessons in a series of 2 or more lessons without a reason; or a student missing 2 or more deadlines for submission of work without a reason. Not all work will be required to be submitted – teachers will be clear about which pieces of work are for submission.

If a student is flagged as a concern in the majority of their subjects in a week, a member of the Year Team will contact the parent by telephone.

If the student is flagged as a concern in a minority of their subjects in a week, a parentmail will be sent in the first instance. If this continues into a second week, a telephone call will be made by a member of the Year Team.

How will you assess my child's work and progress?

Feedback can take many forms. Our approach to feeding back on pupil work is as follows:

Students will receive feedback in a variety of ways as they would in the classroom. This feedback will be appropriate for the subject being studied and the work completed. This will range from individual written comments or voice notes (individual verbal feedback) on a piece of work to a whole class, self-marked quiz.

Teachers are asked to provide a form of feedback weekly. Examples of weekly feedback are: question and answer within a remote live lesson, a quiz set on a website such as Seneca learning or whole class feedback with general details of areas for improvement.

Teachers will follow the John Port marking policy for written, individual feedback. This states:

> *'Teachers mark the work often enough to understand the progress of individual students and the class as a whole.*
>
> *There is an expectation that a key piece of work will be planned and marked regularly, for example, every 6-8 lessons. There is not an expectation that every piece of work should be marked. '*

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:

- EHCP students are invited into school as part of the vulnerable student and key worker provision where appropriate and allocated a Teaching Assistant.

- EHCP students are contacted vie email or phone weekly by the SENCo and Asst SENCo to check up on their learning and support required.

Teaching Assistants allocated to an EHCP students will attend online lessons where possible.

SEND students with teaching assistant key workers are contacted by email as a wellbeing check.

- Parents of SEND students are contacted by email and offered support if required. Issues flagged up by this contact are relayed to staff.

SEND interventions are taking place through Google Classroom. These are: Step Up English; Year 7 maths support and Lexoniks.

Year Teams are contacting key students and vulnerable students, many of whom are SEND to check up on their learning and wellbeing.

Teachers will support Hearing Impaired students to access learning more easily by putting captions on live lessons, presentations and videos.

When setting work for SEND students we expect teachers to do the following:

- Make what to do more explicit with a list of tasks for that lesson.

- Break down tasks into more stages.

- Provide links to websites and online videos for the lesson to provide extra help.

- Check on learning more often by email or Google classroom comments.

- Communicate with parents more often with praise or information.

- Give them help in advance, for example, by providing sentence starters or a scaffold for writing.

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?

Teachers will provide the lesson information (PowerPoint, worksheets, links, for example) through Google Classroom with instructions for the lesson, ideally before the timetabled lesson time. Any student self-isolating should access this lesson at the lesson time.

Any queries to the teacher should be sent via Google Classroom or email but students should not expect an immediate response as the teacher will be teaching the usual class.

For older students (sixth form), if it is possible, the teacher may set up a live lesson within the classroom so that self-isolating students can watch from home and can access the teaching.