

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

**January 2021**



This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education.

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 students at home**

At Chelsea Academy our ultimate aim is to try and follow the intended curriculum whether students are in school, working from home, or a combination of the two. Our preference is to provide video lessons to follow the curriculum where possible. These may be live or pre-recorded. Sometimes, video lessons provided by approved partners such as the Oak National Academy or BBC Teach, which match our intended curriculum, may be used

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

Our remote education platform is the G Suite provided by Google. This includes a range of platforms that support high quality provision for students. All students and teachers have received training in this, and so lessons will continue immediately using GoogleMeet and/or Google Classroom. Students can access this using the dedicated app (available for all devices) or can sign in via [The CALC](#) using their school login.

Students can contact their Learning Coach or our Digital Systems Lead, Mr Alex Rowe ([alex.rowe@chelsea-academy.org](mailto:alex.rowe@chelsea-academy.org)) if they require any additional support in accessing their accounts.

***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 PE lessons, students may be set a series of challenges to develop their personal fitness. In practical subjects such as music, art or drama, work set may be a combination of practical work (where possible) and theory work.

**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 5 hours per day. This is in line with the number of lessons they would normally have in school. Students will be invited to join their lessons by their teachers through a GoogleMeet invitation via email. This ensures the teacher is always the first to meet the students in the virtual room and is consistent with expectations while in the Academy.

To ensure consistency in routines we will continue to follow the usual Academy timetable for the start of each lesson. During this current Lockdown, however to allow for wellbeing breaks and the uploading of student work, we will shorten the timetabled lesson by 10 minutes throughout the day.

- All lessons will start at the normal times but will end after 45 minutes.
  - e.g. P1 will be 9.00am to 9.45am, P2 will be 9.55am to 10.40am, Break from 10.40am to 11.10am, Period 3 will be 11.10am to 11.55am and so on.
  - The wellbeing breaks will allow time for students to take a comfort break, upload any work & stretch their legs.
- Coaching time remains as currently: 8.40am - 9am.
- Staff have been asked to plan 15-20 mins of direct instruction/sharing of new content, a modelled example and allow students time to complete work independently. The 15-20 minutes might be live or pre recorded; it might take the form of a clip or video from another platform such as Oak Academy or BBC Bitesize.
- Staff are online for the lesson duration to respond to questions and check on learning.

<b>Timings</b>	<b>Monday, Tuesday, Thursday, Friday (*Wednesday: 14.25 finish)</b>
8.40	<i>Coaching time</i>
9.00	Lesson 1
9.45	<i>Wellbeing break</i>
9.55	Lesson 2

<b>10.40</b>	<b>Break</b>
11.10	Lesson 3
11.55	<i>Wellbeing Break</i>
12.05	Lesson 4
<b>12.50</b>	<b>Lunch</b>
13.40	Lesson 5
14.25	<i>Wellbeing break *(Wednesday - end of Academy Day for students)</i>
14.35	Lesson 6
<b>15.20</b>	<b>End of Academy Day</b>

## Accessing remote education

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

All students will access remote education through the Google platform. Students can access all relevant Google applications through The CALC. They are also able to download all Google applications to different devices for free. There is a video guide to the platform by clicking [here](#). It is important that students are regularly checking their email (gmail) in order to get notifications for lessons and additional notices from teachers. When students sign into GoogleClassroom they will see that they are added to a separate classroom for each class/subject. Clicking on the Classroom will take them into the class area. Live lessons are scheduled as 'meetings' and students are invited via gmail. Students may also be directed to GoogleClassroom for any pre-recorded/narrated lessons or other Academy approved websites that support an enriching and challenging curriculum.

### ***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:

- If there is an issue with access to a device to complete remote education, please let your child's head of year know asap.
- We will do everything we can to support remote education and have a number of devices that we may be able to loan as well as helping to resolve any issues with connecting to the internet.
- We recognise that some students may only be able to take part in lessons on a device with a small screen, such as a mobile phone. We are happy for students to complete any work set on paper instead of on a computer if needed.

- If students are completing remote education on paper rather than a computer they can always upload a photo of their work. Where this is not possible, we will work with you to find a solution.
- On rare occasions where students require access to printed copies of lesson resources these can be made available on request.

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

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded).

At Chelsea Academy, we use a combination of the following approaches to teach students remotely: When teaching students remotely, we are:

- providing frequent, clear video explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
- setting assignments so that students have meaningful and ambitious work each day in a number of different subjects.
- teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- gauging how well students are progressing through the curriculum, using questions and other suitable tasks and setting a clear expectation on how regularly teachers will check work.
- enabling teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding.
- planning a programme that is of equivalent length to the core teaching students would receive in Academy, ideally including daily contact with teachers.

We are considering these expectations in relation to the students' age, stage of development or special educational needs, for example where this would place significant demands on

parents' help or support. We will avoid and will not set long-term projects or internet research activities.

### **Video lessons**

Our preference is that where possible, there will be an element of 'live' instruction from our teachers. Where this is not possible, video lessons may be pre-recorded to ensure that explanations are clear and effective. Where a teacher is unwell, we may use video lessons provided by Oak National Academy to support student explanations. These cover the entire national curriculum and are available to all schools for free. These have been developed in partnership with a wide group of teachers and school leaders to develop lessons that match the national curriculum being taught in schools.

### ***What happens if my child's teacher is unwell?***

If a member of the teaching staff is unwell and is not able to provide remote education, your child may be added to a new class team in order to join a different lesson or alternative work may be supplied. Ultimately the aim is to ensure that teaching continues in the most effective way possible until the teacher is able to resume teaching.

### **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 all students to engage with remote education as soon as it is required. Each day of remote education begins with a registration session with their Learning Coach and it is essential that every student attends this. As well as maintaining contact with the Learning Coach, this session will help to troubleshoot any issues.

As parents/carers we need your support to ensure your child sticks to the routines of completing school work at the right times and is provided with a space they can work without distraction.

Please reinforce clear boundaries with your child during their remote education, such as not allowing them to use their mobile phones (unless being used for the lesson).

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

Student engagement with remote learning is monitored daily. A register is taken everyday and teachers receive an attendance log following each lesson outlining which students have attended the lesson, what time they joined and when they left the virtual classroom. Where students are not engaging, this will initially be followed up with contact home to try and resolve any potential issues.

Where students are attending remote education lessons but there are concerns with the quality or quantity of work being done, the individual teachers will make contact with home via email.

### ***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:

- Teachers may spend 15-20 giving direct instruction on new learning through GoogleMeet and set work to be completed through the remainder of the lesson. This work may be handed in electronically using the assignments function in GoogleClassroom.
- When assignments are submitted through GoogleClassroom, there is a feedback function built into the platform, where teachers can review, assess or comment on student work.
- Teachers are not expected to mark every piece of work in depth, but they will be checking work and addressing any errors or misconceptions with students in the following lessons.
- Students are expected to act on any feedback given by the teacher to ensure gaps in learning are addressed in a timely manner.
- We may use quizzes through online forms to assess student understanding. This provides instant student feedback and scores are recorded so that teachers can address common mistakes in future lessons.

### **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. Please contact our SEND Coordinator, Grace Williams ([grace.williams@chelsea-academy.org](mailto:grace.williams@chelsea-academy.org)), with any specific queries.

#### **Remote education for self-isolating students**

Where individual students need to self-isolate but the majority of their peer group remains in the Academy, 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 lessons during the Academy day..

#### ***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 upload the relevant lessons including any support material to GoogleClassroom within 24 hours of the timetabled lesson. Teachers will be available on email and/or through the GoogleClassroom stream/chat to support SI students. They are expected to respond within 48 hours. Many of the subjects direct students to video lessons provided by Oak National Academy, that match the curriculum we are teaching in the Academy.