Remote Provision:

Information for Parents and Carers

The Consilium Mission

'Consilium Academies provides an inclusive partnership within its Trust and communities, where lives are enriched by providing care, experience, and opportunity, and every student benefits from the same opportunities to succeed'

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Remote education provision: information for parents

This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section of this page.

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 remote education?

Students will be provided with learning opportunities and resources to support them in following their usual timetable. Resources and links to any live learning opportunities will be via the Academy's online platform, Class Charts.

www.classcharts.com

During this time, students will be expected to follow their regular timetable and engage with all online learning available, including virtual tutor each morning. If they are unable to do so, they will receive a welfare call from a member of staff at the Academy.

Our 'Virtual Tutor Time' is an essential part of our day as it is the first engagement our Students will experience each day and we remain committed to making sure that this is a positive and supportive experience.

If students are having difficulty accessing online provision, they can contact school via their Head of Year.

Year 7   kate.read@consilium-at.com

Year 8   michael.haley@consilium-at.com

Year 9   aimee.maitland@consilium-at.com

Year10 siobahn.mills@consilium-at.com

Year 11jessika.coates@consilium-at.com

During a period of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

While students are being educated remotely, they will be taught the same curriculum as they would be if they were in school, wherever possible and appropriate. However, certain subjects will need to be adapted to suit remote provision, for example music, PE, and drama lessons may consist of more demonstration/video and less practical activities.

New content will continue to be delivered to students as per the curriculum plan, however the sequencing of this may be adapted slightly in certain areas to support remote learning; for example, in science, practical activities may be postponed until students return to school, or teachers may deliver the activities in the form of a demonstration.

Students will continue to be assessed during their time studying remotely, however this may take a different form than if the students were at school. Students may be assessed via online quizzes, assignments, or questioning during live teaching.

Students will receive feedback on their work and this will be provided through a variety of ways. This will be regular and may be verbal, digitally facilitated or whole class feedback. Not all feedback will take the form of individual written comments.

Students will continue to receive their wider curriculum too. Our pledge is to deliver a weekly assembly along with daily messages and correspondences in Tutor Time to prepare and support our students for the day ahead. We aim to celebrate, inform, and discuss various issues to develop their Social, emotional, and physical wellbeing and relate this to our aspirational Guidance curriculum.

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 remote education (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.	Students will complete work for an amount of time that is equivalent to the time they would spend on their core learning at school. This will equate to approximately 5 hours learning time per day, as per their school timetable. Work may include a mix of assignments, video lessons, and live teaching.
Secondary school-aged students working towards formal qualifications.	Students who are working towards formal qualifications will complete work which is in line with the time they would spend on core learning at school. This time commitment may be more than for other students, due to revision requirements and further assignments related to their qualifications.

Accessing remote education

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

For live lessons, students will access lessons via Zoom (see appendix I) and students have been briefed on how to use this platform. Expectations around students' responsible use of Zoom can be found in appendix II.

In addition to live lessons, students have access to additional resources, assignments and lesson instructions on the following platforms access to which are all shared via Class Charts

Oak Academy	Spiral.ac	Corbettmaths- Maths
BBC Bitesize	Quizizz	The short story- English
TuitionKit	Kahoot	Love reading - English
Seneca	Sworkit - PE	Brainscape- Science
Carousel Learn	Virtual Piano - Music	Linguascope- MFL
ExamPro	Be Ready - CEIAG	Edubocks- Computing
Pearson ActiveLearn	Unifrog - CEIAG	Scratch- yr 7 ICT
		Teach-ICT- Computing

If students need support to access any of the above platforms, please contact their subject teacher or subject Director of Learning in the first instance via email or Class Charts messenger.

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:

- Students have been surveyed to identify those without access to a laptop, tablet or internet. Wherever possible students have been provided with access to a device and all students without suitable access are invited to use the facilities in school.

- We recognise some students may need to access online learning via a small screen e.g. a mobile phone or tablet, in this case students may complete assignments on paper and upload photos to the platform.

- If students need resources for remote learning to be printed and sent home, this can be arranged through contacting thr-enquiries@consilium-at.com

- Where work is done on paper, this can be kept safe and returned to school when they return if needed or uploaded as above.

How will my child be taught remotely?

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

- Live teaching;

- Saved resources available to access on Class Charts;

- Online platforms such as Corbett Maths, Seneca, Oak National Academy etc.

- Long-term projects or assignments, for example Art portfolios, BTEC assignment.

When teaching students remotely, we are committed to:

- Providing a rich curriculum in-line with the school's curriculum vision;

- Providing support and guidance to students who need help with their learning;

- Setting and teaching well-planned and engaging lessons;

- Assessing the extent to which students understand the work that they are completing 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?

It is expected that students will engage with remote learning in the same way they would engage with learning in school.

Students are expected to engage, as much as possible, in-line with their usual timetable. Parents can support this by ensuring you have access to your child's timetable which is available via Class Charts. If parents require their code to access to Class Charts please contact thr-enquiries@consilium-at.com.

Other ways parents and carers can support their children's engagement include;

- Establishing routines for remote learning e.g. no mobile phone during school hours, designated lunch times etc.

- Where possible, allowing students to find a quiet space to complete their remote learning;

- Providing students with basic equipment to enable them to complete work.

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

The Academy has systems in place to monitor student engagement, and if this is considered a concern, parents/carers will be informed immediately.

Parents will be informed through Class Charts of students' engagement in their learning each day. See Appendix III for details of how achievements are awarded.

Engagement with live teaching will be monitored on a lesson by lesson basis and overall engagement will be monitored weekly.

If student engagement becomes a concern, parents may be contacted by Heads of House via a phone call.

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

Assessment and 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, among many others. Our approach to feeding back on student work is as follows:

- Immediate feedback through questioning and quizzing during live lessons;

- Online quizzes or assessments from which students may receive immediate feedback;

- Providing individual or whole class feedback on assignments submitted electronically.

- Verbal feedback during live 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 some students, for example those 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 will work with parents and carers to support those students in the following ways:

- Clear tracking of engagement of SEND students and immediate phone calls to parents where engagement is a concern;

- The support department at Thornhill Academy will continue to plan and deliver interventions to SEN students remotely where possible, to ensure that they are not disadvantaged through remote learning.

- Where a student receives additional intervention, physical resources may be dropped off by a member of the support department to the family home, if they are required for the sessions (these may include work packs and reading resources).

- Welfare calls will be made to all SEN students on a weekly basis, these calls will be made more frequently if parents feel that there are additional concerns.

- We understand that students with SEN sometimes work better when using coloured paper, this can be available for students to collect from the school reception. In cases where a student or member of their bubble cannot collect these, but they are required for learning, then parents are advised to contact the SENCO via email kelly.neeson@consilium-at.com and arrangements will be made for a member of the team to drop these off.

- Students with an EHC plan are invited into school if this is safe. If a student with an EHCP is working remotely, twice weekly contact will be made. Where possible, the student will still have access to bespoke intervention through a remote platform.

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?

Where individual students are self-isolating, there may not be the same capacity for live lessons as when the whole cohort is learning remotely. If this is the case, work will be set using the online platforms discussed earlier in this document.

When a student returns from self-isolation it is expected that they bring the work they have completed to their teachers or submit online as directed.

In some cases, self-isolating students will be able to join their class via Zoom where this is the case students will be informed in advance of the lesson via Class Charts.

The expectations for students who are self-isolating are the same as if they were in school, or if the whole cohort was learning remotely, as detailed earlier in this document.

If you require any further information regarding any guidance detailed in this document, please do not hesitate to contact:

Mrs C Crooks- Remote Learning Lead.

cherry.crooks@consilulm-at.com.

Appendix I

How to join a zoom lesson

With the Zoom App:

1) Open the Zoom desktop client

2) Click join a meeting without signing in OR sign in and click join
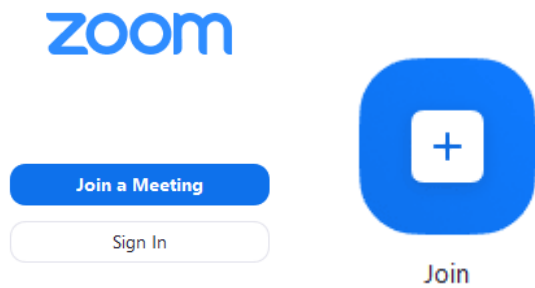
3) Enter the meeting ID and ensure you use your full name

Without the Zoom App:

1) Open your web browser and go to join.zoom.us

2) Enter the Meeting ID as displayed in Class Charts

3) Click 'Join' and then enter the password displayed in Class Charts

Appendix II

Zoom Lesson Expectations

VIDEOES SHOULD ALWAYS BE OFF AND MUTED

Unless your teacher asks you to switch them on.

ONLY LOG IN USING YOUR OWN NAME:
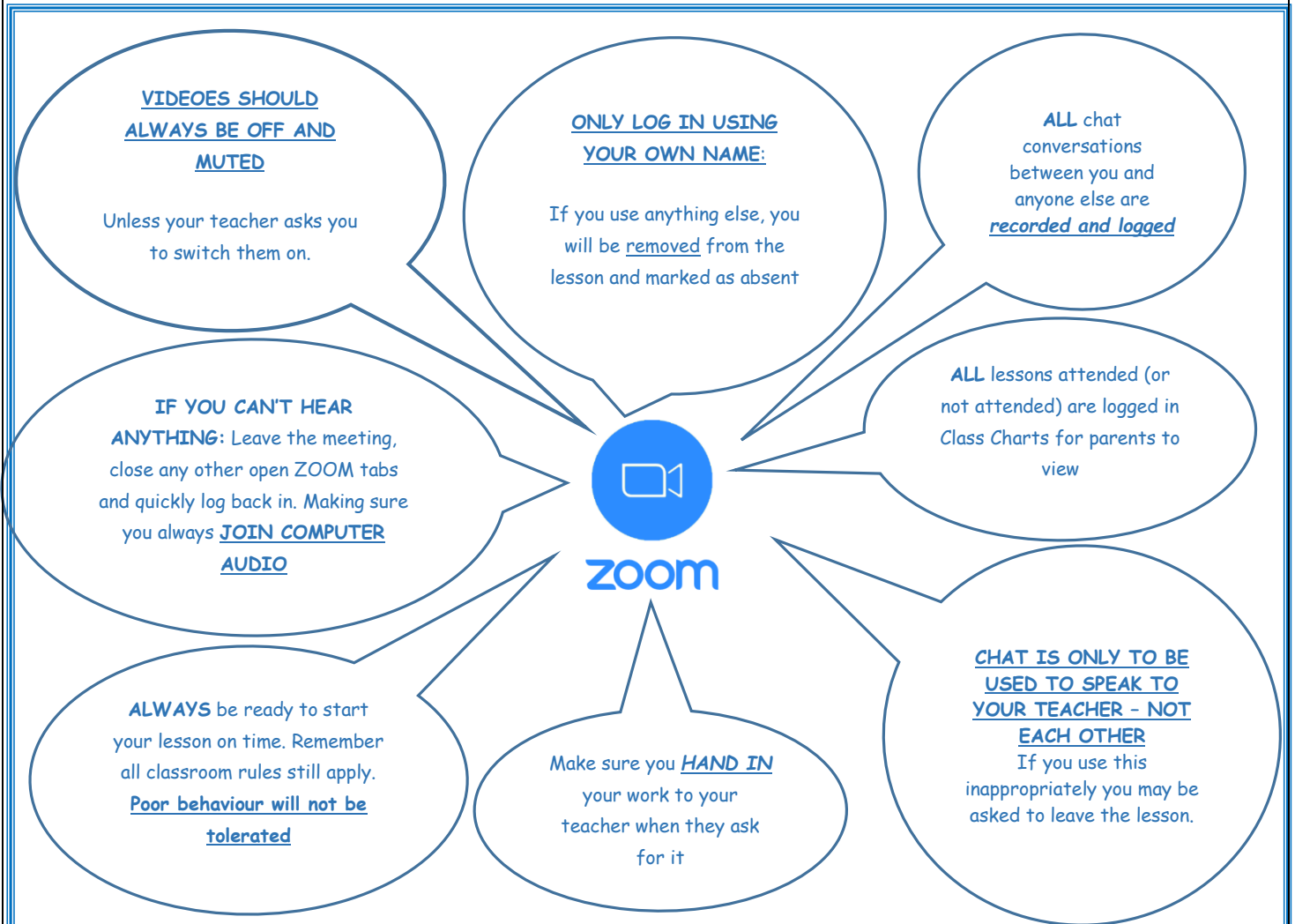
If you use anything else, you will be removed from the lesson and marked as absent

ALL chat conversations between you and anyone else are *recorded and logged*

IF YOU CAN'T HEAR ANYTHING: Leave the meeting, close any other open ZOOM tabs and quickly log back in. Making sure you always JOIN COMPUTER AUDIO

ALL lessons attended (or not attended) are logged in Class Charts for parents to view

ALWAYS be ready to start your lesson on time. Remember all classroom rules still apply. **Poor behaviour will not be tolerated**

Make sure you *HAND IN* your work to your teacher when they ask for it

CHAT IS ONLY TO BE USED TO SPEAK TO YOUR TEACHER – NOT EACH OTHER
If you use this inappropriately you may be asked to leave the lesson.

Appendix III

Remote Learning Achievements

We are aware of how hard our students are working to engage with their remote learning from home. We want to be able to recognise and reward this effort through Class Charts.
Teacher will be assigning an achievement to students each lesson to indicate their engagement. To support students and parents, below is an overview of what each achievement means and how to gain those Class Charts praise points!

Attended Remote Lesson Engaged (2 praise points)
Students can show they are in attendance and engaged in Zoom lessons by answering questions (using chat, reactions or unmuting and speaking when asked). Asking questions about the lesson via Class Charts chat or email can demonstrate engagement too. Whist we encourage active participation throughout the lesson, if a student cannot communicate during the lesson but submits their attempt at the work, this will also class as engagement.

Attended Remote Lesson exceeded expectation (4 praise points)
Students can show this level of engagement by fully participating in the lesson, answering and asking questions when opportunities are provided. By submitting work on time and to the expected standard for their ability would also result in this achievement being awarded.

Attended Remote Lesson not engaged (0 points)
Students may be classed as NOT engaged if there is no communication from the student at all. Students will be given opportunities and clear instruction on how to engage during Zoom lessons. From a safeguarding point of view, teachers need to be assured that whilst a student has logged in, they are actually present.

Did not attend remote lesson (0 points)
This may be assigned to students who did not attend a live lesson opportunity. This will inform parents but can be updated later in the day if a student subsequently submits work.

Engaged in other remote learning (2 praise points)
If a student is unable to attend a live lesson or there is no live face to face opportunity, but they communicate with teachers or submit work in the timeframe they were given, they can be assigned this achievement.

No remote learning available/required.
This may be awarded if a student is marked as ill other reasons for non-attendance as informed by parents (illness, medical appointment etc.)