

## **Ark Victoria Academy Remote education provision: Information for parents**

### **Introduction**

The school will provide work for any students that have to stay at home. All students will be given access to educational resources that mirror the school timetable. This will be set on MS Teams. Students in Year 10 and 11 should use the laptop that the school has provided. Year 6 children will use the school laptop provided to access live and pre-recorded lessons on MS Teams. Children in Nursery-Year 5 use their timetable on the Ark Victoria website to watch pre-recorded lessons and upload their work on SeeSaw for teachers to monitor and provide feedback. All Primary children have 2 live meetings a day with their teacher. One in the morning to introduce the day and give feedback on the previous day's learning and then another in the afternoon to read a story and provide the opportunity for social interaction.

During an extended period of remote learning for all students (such as a national lockdown), there will be daily tutor time and weekly assemblies.

### **The remote curriculum: what is taught to students at home**

During an extended period of remote learning for all students (such as a national lockdown), all students will be given access to educational resources that mirror the school timetable. This will be set on MS Teams for students in Year 7-11. Students in Year 10 and 11 should use the laptop that the school has provided. The remote curriculum is a blend of live lessons and recorded lessons, which students access through MS Teams. Training on how to use and access MS Teams has been provided for all students and parents, and this can be viewed on the school's YouTube channel.

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

During an extended period of remote learning for all students (such as a national lockdown), all students will be given access to educational resources that mirror the school timetable.

If a child or group of students are self-isolating for a short period of time, their class work will be put on MS Teams within 24 hours and will follow the timetable discussed in the section about titled 'The remote curriculum: what is taught to students at 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?**

At Ark Victoria, we aim to deliver the same curriculum, remotely, that we would in a school. Whilst, online learning provides some challenges, we expect student to be completing the same amount of work as they would in school and we expect our teachers to deliver the same curriculum. We do expect our practical subjects, such as PE, to make adjustment to their curriculum, but ask them to try and keep it as close to a school lesson as possible. For example, PE would provide fitness-based challenges that would make sure our students are still exercising at 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:

Primary school-aged students	KS1 – 3 hours of remote education a day including recorded or live teaching and time for independent work.  KS2 – 4 hours of remote learning a day including recorded or live teaching and time for independent work.
Secondary school-aged students not working towards formal qualifications this year	We expect teachers to set the same amount of work for remote learning as they would for in school learning. This should be five hours of learning a day; however, some lessons are double lessons and so this may not always be ‘five’ lessons.
Secondary school-aged students working towards formal qualifications this year	We expect teachers to set the same amount of work for remote learning as they would for in school learning. This should be five hours of learning a day; however, some lessons are double lessons and so this may not always be ‘five’ lessons.

## **Accessing remote education**

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

All of our online work is set through MS Teams. We do provide links to other sites from this page. They include, GCSE Pod, Seneca and Hegarty Maths. Students should access MS Teams by using their school email. If students are away from school for longer than a five-day period, assessments will be added to the MS Teams page for students to complete and receive feedback.

Ideally, this is where students will access their work as it allows the teacher to provide feedback whilst the students are at home.

### **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. If students in the secondary phase do not have access to online learning, school has loaned a device. In the primary phase, children have been supported to access online remote learning with limited devices such as phones, due to the asynchronous nature of their home learning. Those who have no access to devices at all are placed on a priority list to receive a device if any become available and given opportunity to attend community classroom at school, as well as workbooks with clear modelled examples to complete. Children not accessing online learning receive daily phone calls to discuss work they need to do and provide as much feedback as possible on work completed independently. In EYFS and KS1, concrete materials are provided to ensure that children not access online learning have access to the learning resources they need.

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

We use a combination of the following approaches to teach students remotely. This will mainly consist of MS teams; however, the methods below may also be used:

- live lessons delivered by your child's class teacher
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- textbooks and reading books students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

## **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 complete the same amount of work at home to what they would complete at school. This, normally, will result in five hours of learning. To help make sure no student is left behind, we would like parents to support and monitor the work they are doing. To help your child at home, we advise:

- providing a quiet space
- following their school timetable.

Please check your child's passport or the school website for further details of the school timetable.

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

We will monitor the amount of work that is being completed and will call to let you know if there are any concerns. However, the best advice we can offer is to ask your child to show you what they have completed for the day. This will help you keep on top of what your child is doing.

### **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 pupil work is as follows:

- Written or verbal feedback on MS teams
- Whole class feedback on MS Teams
- Automated assessments via quizzes and online learning platforms

We expect a form of feedback to be delivered every week in each subject. This will provide students with information on what they are doing well and what they can improve.

## **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 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:

Students with SEND will receive differentiated work, which will enable them to access lesson content. Students with specific needs are catered for through our SEND team. Resources are carefully planned to ensure these aid our young people to complete home learning effectively. Activities are carefully scaffolded with the individual students at its heart.

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

Where individual students need to self-isolate, but the majority of their class remains in school, we will ensure that the online experience to is a close to the in-school experience as possible. The school will provide work for any self-isolating student as soon as possible. Sometimes, this might mean that your child's timetable is not followed exactly; however, they will receive the same amount of lessons for the week, just in a different order. Normally, the timetable for online learning will be a day behind your child's timetable. This is to allow teachers to create resources that are more suitable to online learning. For example, if your child has Maths, Geography and Science on a Tuesday, this work will be available on Wednesday morning. Wednesday's lessons will be available on Thursday morning.

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

The work set will be as close as physically possible to the work they would receive in school. Further information about this can be found in the document's previous questions. However, we do expect our practical subjects, such as PE, to make adjustment to their curriculum, but ask them to try and keep it as close to a school lesson as possible. For example, PE would provide fitness-based challenges that would make sure our students are still exercising at home.