



CULCHETH
HIGH SCHOOL
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> RESPECT
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A Parental Guide to the Remote Learning Principles At Culcheth High School

Introduction

Following the March 2020 'National Lockdown' COVID restrictions everyone with school age children quickly became very familiar with remote learning. Different schools have taken different approaches and as time has progressed, practice has evolved across schools.

The aim of this document is to set out to all parents at Culcheth High School what our approach is to remote learning and add more detail to statutory documents of our remote education, published on our website.

It is our intention to offer the very best educational experience to all students, in all year groups, and as a Google Reference School in March 2020 we were able to switch instantly to a full online curriculum with students able to access all their lessons each day.

Remote Learning at Culcheth High School is effective because:

- Our curriculum provision is broad and balanced and follows our in school provision exactly.
- It is 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.
- Our students maintain continuity both academically and pastorally.
- All students have the same classes with the same teachers as they would if there were in school.
- Our online curriculum gives access to high quality remote education resources.
- We have selected to use the Google Classroom and the associated G-Suite resources to ensure consistency across the school in order to allow interaction, assessment and feedback to continue.
- As a Google Reference School staff training over several years has enabled a very smooth transition.
- Every student is able to access 5 lessons per day as if they were in school.
- Daily contact is available for every child with their form tutor.
- Daily contact is available for every child with their subject teachers.
- All subject teachers are available via Google Classroom to support learning.
- If your child has a special educational learning need, TA support is available in the Google Classroom as it would be in the normal classroom setting.
- For vulnerable students and students with EHCPs further enhanced support is also available. We recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs.
- Marking, assessment and feedback continues, in-line with in school policies.
- Additional whole school systems are in place to monitor and report engagement in remote learning.
- School reports continue as normal.
- Parents Evenings have and will continue to take place virtually.
- Our school values and rewards systems are stronger than ever, with thousands of Blue tickets being issued with the usual prize draws will take place.
- As a school, we continue to have provision in place for students eligible for free school meals.
- All pastoral care at Culcheth High School continues to support all students.
- Whole school events, such sports day, carol service and presentation evening, have continued virtually.
- School is open daily and available to help however we can.

Effective Remote Learning is Evidence Informed

At present the most hotly debated topic between families and in the media is the role of 'Live' lessons in the provision of remote education. The very best, most effective education however, does not just equate to 'Live' lessons and certainly not a provision of five live lessons per day. The Education Endowment Foundation (available [here](#)), who have peer reviewed a wide range of educational based research including 60 individual systematic reviews, published five key findings in April 2020:

1. Teaching quality is more important than how lessons are delivered.
2. Ensuring access to technology is key, particularly for disadvantaged students.
3. Peer interactions can provide motivation and improve learning outcomes.
4. Supporting pupils to work independently can improve learning outcomes.
5. Different approaches to remote learning suit different tasks and types of content.

Specifically, the EEF research findings state that "ensuring elements of effective teaching are present – for examples clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time (synchronous teaching) and alternatives (asynchronous teaching)" (EEF April 2020).

Notably in their research the EEF find that when "online teaching was examined individually the impact was found to be no different from traditional instruction" (EEF April 2020) and they found "no evidence to differentiate [between] either asynchronous or synchronous instruction" as having any impact on learning outcomes.

Culcheth High School Remote Learning Principles

Remote Learning looks like this:

- We continue to follow the normal school day, to maintain routines for our young people.
- A daily registration with form tutors between 8.40 and 9.00am enables daily contact with form tutors.
- At least one form time per week will be a Google Meeting tutorial and allow our students to have that all important social interaction with their form tutor and peer group.
- Students have access to five hours of remote learning each day, following their normal timetable.
- All remote learning is led by your child's teachers, in their ability groups and therefore work is personalised and tailored to the needs of your child.
- Teachers are setting work daily, available from 8.30am every morning, so you can plan easily for the day.
- Pre-recorded lesson videos are used as the main vehicle to drive learning. These videos enable teachers to craft explanations, model approaches, outline instructions and provide whole class feedback addressing any uncertainties or misconceptions in their learning.
- Marking and feedback happens as it would do if learning was in school. Every department has a clear feedback policy and has made any revisions required to enable these processes to work remotely, online.
- Whole school assessment continues and therefore the curriculum being delivered remotely will be assessed through Quality Marked Assessments (QMAs). Students will receive marks and feedback on QMAs and QMA scores will inform the school reports process.
- Students are expected to complete all work set on Google Classroom and follow the instructions for how to submit this work. Engagement in learning will be monitored by subject teachers.
- Subject teachers will use Google Meet tutorials to allow feedback and discussion when it is needed to support and progress learning. These sessions will take place during timetabled lessons and will be published with advanced notice to allow students to plan ahead to attend at the correct date and time.
- Engagement in remote learning will be monitored by both form tutor and subject teachers and parents will be kept regularly informed about engagement levels. Where specific concerns about engagement arise, regular contact will be made to offer support.
- Tutors and other members of the pastoral teams will 'keep in touch' with all students, both through tutor time activities and via pastoral care phone calls.
- High engagement and commitment to remote learning will be celebrated and commended #WeAreCHS.

What does a Remote School day look like?

- Registration happens with form tutors, starting at 8.40am.
- Every student follows their school timetable for the day.
- All lessons for the day are available from 8.30am on that day.
- Registration and all lessons are accessed via the Google Classroom pages for each teacher.
- It is recommended that all students check their Gmail at the start of every day as well for organisation.

What will a Remote Lesson look like on Google Classroom?

- Every lesson is set as an assignment in Google Classroom.
- An assignment will stay 'live' until the student clicks 'Hand in' or 'Mark as Done'.
- Not clicking 'Hand in' or 'Mark as done' will appear to suggest limited engagement with remote learning.
- When an assignment is opened, the student will be able to view the instructions and information from their teacher along with the resources needed to complete that lesson.
- One of the resources will be a video lesson.
- Guidance on how to use Google Classroom can be found [here](#).

What will a Video Lesson look like?

- Every subject is different and within subjects different lessons have different objectives, therefore no two lesson videos will ever be the same.
- Lesson videos will vary in length, style and detail.
- Some lesson videos will be purely instructional and support student understanding via verbally given information.
- Other lesson videos will include retrieval quizzes, interactive elements and teacher explanations and modelling.
- Some lesson videos will be short and support other resources and activities attached to the lesson, while at other times the video may last for 40 mins+ and form the basis of the lesson.
- However, most importantly video lessons can be viewed at any time and no learning has to be missed. Re-watching videos can dramatically support some students if they are unsure and where access to ICT is being shared amongst siblings within a household there is flexibility to the access of this material.

What is a Google Meet Tutorial?

- This is the digital platform attached to Google Classroom that allows face-to-face meetings and discussion.
- All form tutors will hold one Google Meet Tutorial per week as part of their daily registration provision.
- Subject teachers will use Google Meet Tutorials when required.
- This may be because a misconception has been identified within the classwork for a number of students.
- It may be used as the most effective way to explain a section of work or start an assessment task.
- It may be used as a way to provide whole-class feedback following an assessment task.
- Teaching staff will always plan ahead and publish a date for an upcoming Google Meet in their Google Classroom so students and families have sufficient notice.
- Teaching Assistants and the wider pastoral team may use Google Meets for more 1:1 bespoke student support. Parents and carers will be informed in advance where this is due to happen.
- Guidance on how to access a Google Meet Tutorial can be found [here](#).

How will my child's learning be assessed?

- Learning is being assessed every lesson via the lesson activities the teacher is setting.
- Learning is a constant dialogue between the teacher and the student and assessment helps to shape the direction of future learning.
- Google Quizzes allow students to get instantaneous assessment of their learning as these can automatically mark work and show students their correct and incorrect responses.
- Other digital platforms allow the same immediate assessment eg MathsWatch, Hegarty Maths or Tassomai.
- Teachers will set assignments that require a written or practical response to a task. Students will be required to submit this by a set date. This work will then be assessed by the teacher and returned.
- As per our normal curriculum planning, all students have a set number of QMAs per subject per academic year. The QMA timetables for year groups continue as normal as part of the remote provision. Teachers will provide students with the instructions on how to prepare for QMAs, how to complete and submit them, and when and how marks will be shared. One QMA score per term is reported home to parents via the whole school reporting systems. The QMA calendars for each year group can be found on our school website [here](#).
- What is assessed and how it is assessed won't change. Mark schemes and marking criteria form part of the planned school curriculum. The way this information is communicated may change to facilitate the most effective means to do this remotely.

How will my child receive feedback on their Remote Learning?

- All departments have a feedback policy and where necessary policy practices have been adapted to make the most efficient use of remote learning. Departmental Feedback policies can be viewed on our website [here](#).
- Written feedback is only one form of feedback and is only deployed when it is felt to provide the best impact on learning.
- All forms of feedback are promoted and embedded within the learning process and remote learning has provided many new possibilities including using video messages, voice notes and annotation features in Google Classroom.

How will my child's Engagement in Remote Learning be monitored?

- All students are expected to attend their registration with their form tutor daily starting at 8.40am.
- Attendance daily at registration will be monitored by form tutors and weekly contacts home will be made where students are showing low engagement.
- Subject teachers will monitor engagement every lesson via the online learning. Student engagement can be monitored via the activities set, work completed and submitted and interactions on Google Classroom.
- Subject teachers will continue to set core assessment tasks and QMAs, and will monitor engagement through the completion of this work and meeting set deadlines.
- Subject teachers will monitor the quality of work completed when submitted.
- A whole school system for monitoring engagement will be reported home fortnightly.
- Subject teachers will continue to contact home where they have concerns about engagement in a particular subject, as they would on a normal school day.
- Where the whole school systems indicate low engagement across a number of subjects, Progress Leaders will coordinate the support between home and school.

How can I support my Child in Remote Learning?

- Provide a device to access Google Classroom.
- Please contact us at school if you require support with digital or data access.
- Ensure they know how to log on to Google Classroom.
- Please contact school if you need any technical support with accessing remote learning.
- Ensure they can upload an image or piece of work and click 'hand in'.
- Ensure they open an attached document, complete the work and submit to their teacher.
- As a parent, know that there is no expectation that every lesson is completed at the timetabled point of that lesson. We understand the pressures of home learning and home working in these difficult times. However, it would be good practice to get your child into the routine of completing the work set that day to avoid getting behind. For the purposes of monitoring engagement teachers will be ensuring that work set on the previous day has been completed.
- We do, however, expect all students to register at 8.40am, so encouraging good time keeping and routines will be of much assistance.
- Monitor your child's progress and work completion through their Google Classroom account.
- If you or your child has a smart phone, adding the Google Classroom app and Gmail can help to review assignments and organisation.

When is Remote Learning Required at Culcheth High School?

<p>School is Open</p>	<ul style="list-style-type: none"> • All lessons, homework, QMAs continue as normal. • All class work is completed in exercise books. • All homework will be set on Google Classroom. • QMA dates can be found on the school website. • Lesson resources are available on Google Classroom for future reference.
<p>My child is self-isolating while the rest of the school is open</p>	<ul style="list-style-type: none"> • Remote Learning using Google Classroom. • All lessons, homework, QMAs and feedback continue as normal. • Students self-isolating log on to Google Classroom each day. • Follow their in-school timetable. • The work will be set by their teachers in the section called Remote Learning. • Students should follow their teachers instructions about clicking ‘mark as done’ or ‘Hand in’ to show engagement with their remote learning. • Students should continue to do homework as normal. • Students can ask for help and guidance from their teachers using Google Classroom and Gmail. Contact cannot be instant as teachers will be in the classroom delivering lessons to other students.
<p>A year group ‘bubble’ is instructed to self-isolate</p>	<ul style="list-style-type: none"> • Remote Learning using Google Classroom. • All lessons, homework, QMAs and feedback continue as normal. • All students in the year group log on to Google Classroom each day. • Students follow their in-school timetable, including registration at 8.40am. • The work will be set by their teachers in the section called Remote Learning. • Students should follow their teachers instructions about clicking ‘mark as done’ or ‘Hand in’ to show engagement with their remote learning. • Students should continue to do homework as normal. • As the whole year group is self-isolating, the teacher will be available online during the timetabled lesson to interact with all students, provide help and guidance on learning.
<p>DfE instruct Culcheth High School to implement the COVID contingency plan</p>	<ul style="list-style-type: none"> • All vulnerable students, children of critical workers and Year 11 will attend school as normal. • All other students will begin Remote Learning – see above. • As the whole year group is self-isolating, the teacher will be available online during the timetabled lesson to interact with all students, and provide help and guidance on learning.
<p>DfE instruct schools locally or nationally to ‘close’</p>	<ul style="list-style-type: none"> • All vulnerable students and children of critical workers will attend school as normal. • All other students will begin Remote Learning – see above. • As the whole year group is self-isolating, the teacher will be available online during the timetabled lesson to interact with all students, and provide help and guidance on learning.