

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 immediate remote education in the first day or two of students being sent home?

We aim to minimise this as much as possible. A high quality remote learning curriculum will be available from the first day, with all lessons available on Google Classroom. The minor difference that may be notable is the number, depth or range of recorded lessons available on the first day while curriculum provision all moves online.

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 Culcheth High School our curriculum planning and provision is all in place at the start of every Autumn Term. Our planning is outlined in our curriculum maps and published online for reference by parents. Remote Learning will align with this planning and follow the intentions set out in our Curriculum Maps. If there was a curriculum based reason why an element of the Curriculum Maps could not proceed under restrictions, for example, fieldwork, set experiments or practical assessments, then clear revisions will be made to our plans.

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:

| | |
|--|--|
| Secondary school-aged students not working towards formal qualifications this year | Five hours per day, as per their timetabled lessons plus homework. |
| Secondary school-aged students working towards formal qualifications this year | Five hours per day, as per their timetabled lessons plus homework. In addition, students will have access to additional revision material/resources. |

Accessing remote education

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

All access to the remote education is through Google Classroom. All students are issued with log in details at the start of the academic year. Please contact the school if further support is required.

In addition, students are given access to other digital platforms such as MathsWatch, Tassomai, Hegarty Maths and GCSE Pod. These platforms may supplement the resources in Google Classroom. Students are directed by staff as to when to use these resources.

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:

A device loan scheme and mobile data is available on request. Therefore, all students can access the remote education set by Culcheth High School.

If any student requires a loan of a device or mobile data, please contact Culcheth High School on info@culchethhigh.org.uk

How will my child be taught remotely?

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

A full list of the Culcheth High School Remote Learning principles has already been distributed to all parents and provides a more in-depth guide to our approaches to remote education. The document can be found by clicking [here](#).

In summary, a remote school day will consist of:

- Online registration daily between 8.40am and 9.00am, where students will communicate with their form tutor. All students are expected to attend registration.
- A five lesson timetabled day – following your child's timetable in their planner.
- All lessons for each day will be available on Google Classroom by 8.30am on the day of the lesson.
- All lessons are delivered by your child's teacher in their ability groups.
- All lessons will use pre-recorded videos. Additional activities, worksheets, tasks and resources will be provided and explained by the teacher.
- Teachers will direct your child on how to complete their work. This may be in their exercise books or via digital platforms.
- Students will receive assessed work with feedback, in line with departmental plans for frequency and type of feedback.
- Quality Marked Assessments (QMAs) will continue as per the already published QMA calendar and reported home to parents as part of the Academic and Progress Reports.
- Teachers will be available to support during the time of the lesson. Every teacher will be logged into Google Classroom and Gmail ready to support learning. This may be completed through e-mails or the class and private comment function in Google Classroom.
- Teachers will schedule opportunities in some lessons for Google Meet tutorials. Your child will be given the opportunity to participate with their class and teacher. The time and date of these will be published in Google Classroom in advance.

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?

- A daily registration activity must be completed between 8.40am and 9am.
- All five timetabled lessons for the day are completed.
- Students must follow the teacher instructions for submission of work.

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

- Form tutors will monitor registration daily and weekly contact home will be made where there are concerns.
- Subject teachers will set key pieces of work to be assessed, including QMAs. Completion of these will be monitored.
- Subject teachers will monitor engagement and completion of work, lesson by lesson.
- Subject teachers may contact home to support and offer feedback on engagement in remote learning for their subject.
- A whole school monitoring system for remote learning will track engagement and completion of tasks.
- Parents will receive a remote learning engagement report fortnightly.
- Where low engagement appears across several subject areas, progress leaders will co-ordinate regular contact to support improvement in remote learning.

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:

Assessment of student work continues in line with school and departmental policies. These may include, but are not limited to:

- Lesson based assessment activities which will be assessed by the teacher.
- Assessed written pieces of work.
- Practical projects or outcomes.
- Quality Marked Assessments (QMAs) will continue and are our main form of assessment.

Department feedback strategies will continue and be adapted for remote learning to include, but are not limited to:

- Instant feedback from Google Quizzes.
- Instant feedback from other digital platforms eg Tassomai or MathsWatch.
- Annotations added to digitally submitted work for written feedback.
- Voice recordings attached to student work for verbal feedback.
- Google class and private comments.
- Written feedback in Gmail.
- Whole class feedback within the lesson videos.
- Tutorials through Google Meet to review and discuss work.

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 in the following ways:

- All students can ask their teachers for help and support (through comments in Google Classroom or on Gmail) with their work and use Google Meet Tutorials to ask for help and clarification.
- Where teaching assistant support is normally available in the classroom at school they will also be in the virtual classroom to offer support to students and answer any questions.
- Our EHCP students have been invited into school to enable them to gain further support from staff and teaching assistants.
- Teaching assistants will be in close contact with home throughout to ensure we are meeting the needs of the student. This will include Google Meet tutorials.
- Work is differentiated by teaching staff to ensure it is of suitable challenge for all students.

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?

- All lesson content is posted in Google Classroom for all students to access. Any student self-isolating will follow their normal timetable online.
- Students should continue to seek guidance and support from their teacher if required, through Gmail or the class/private comments option. Please note that a response from the class teacher may not be instant as they will be teaching their normal timetabled lesson.
- Online registration will not be required for self-isolating students.