

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page. **For any guidance or support on how log on please watch our YouTube Video in the 'Tap into Map' section of the website where you found this document.**

The remote curriculum: what is taught to pupils at home

A pupil'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 pupils being sent home?

Pupils will be able to access immediate remote education through the 'Tap into MAP' section of the website. Here students will find google forms containing recorded lessons and associated quizzes as well as a tutor time activity to complete. Students should work their way through the form and then click 'submit' so that teachers can review work. All pupils are provided with their Knowledge Organiser, home learning booklets and an exercise book to support their remote education and ensure they can still access core curriculum knowledge.

In addition to this work, students should complete home learning and SPARX. Additional lessons for all subjects can also be found on our YouTube channel.

Any student unable to access the online provision due to devices will receive a call from their Head of Year to organise a Chromebook/ dongle or other support.

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 MAP we are passionate about our academically rigorous curriculum, with this in mind we will be teaching your child our normal curriculum and this will be underpinned by their Knowledge organiser which contains all the core knowledge they will need to be successful.

We will be making some adaptations to the curriculum when pupils come back and this will be to re-visit any concepts that Subject Leads and teachers identified as needing extra time in the curriculum.

You should also be able to see that the style of recorded lessons mimics that of a real lesson with all our routines and rituals in-place. This is designed to keep our pupils in good habits and keep a level of consistency in their learning.

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 pupils broadly the following number of hours each day:

| | |
|-------------|-----------|
| Key Stage 3 | 5-6 hours |
| Key Stage 4 | 5-6 hours |
| Key Stage 5 | 5-6 hours |

Accessing remote education

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

All pupils will be sent a daily Google form to their MAP email address – they can also access this from the 'Tap into Map' section of the website. In addition to this, we have made all our excellent resources available on our YouTube channel for all pupils – even if they do not attend our school!

For our live lessons – which we use to *Super Teach* any gaps from the learning we have seen- we use Microsoft Teams. This link to join a live lesson is emailed to students as well as being placed in their calendars on Outlook or the Microsoft Teams app.

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 pupils may not have suitable online access at home or may need to share devices with siblings. We take the following approaches to support those pupils to access remote education:

Within the first week of online learning every single pupil will receive a phone call to assess their wellbeing and ability to access online learning.

Where appropriate we will issue pupils with a loan agreement form and an accompanying Chromebook. This will need to be collected where possible from school, if this is not possible a Head of Year will arrange a COVID safe drop off to the pupil's house.

We can also issue a 'dongle', portable internet, which we will top up with data for you.

Where data is an issue for households who meet the threshold for PP we will aid the use of the government scheme for top up data.

If pupils are struggling with logging on or how to access the forms we have a Youtube video on our 'Tap into Map' page which explains the process, a dedicated email address for support and Head of Year contact details. In some cases the Head of Year may invite a pupil in to show and set up the remote learning or offer Educare.

How will my child be taught remotely?

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

Our main method of online teaching is through our recorded lessons. These are high quality videos which have picked up international praise (featured in renowned educationalist Doug Lemov's book '*Teaching in the Online Classroom: Surviving and Thriving in the New Normal*')

Pupils complete their Google form each day which has the aforementioned recorded lessons with quiz questions after each lesson. Every Pupil's day starts with tutor reading – where different teachers read the year group's text in a read a long style with comprehension questions attached. When students have completed all of their work including their Sparx and Knowledge Organiser home learning – they hit the 'Submit' button and are given a score and immediate feedback.

Heads of Year keep a running list of who has logged in each day and their scores and will award 'Online Learning' ClassChart points for these.

Pupils who are particularly proud of their work can upload images of this safely onto their year group Padlet. The Head of Year and Head of Subjects check these and promote and reward excellent learning.

Each week pupils also receive a tailored assembly with their Head of Year who announces the winning tutor group in the weekly tutor challenge and shows excellent work. We still follow our assembly programme as we know how important the current affairs and themes are. Pupils are also asked questions on the assembly to check they were watching carefully!

On a rotational basis, pupils will receive one live lesson every two weeks from their EBACC subjects (at sixth form this includes lives from all subjects). These lives use the gap analysis from the Google forms, as well as data we have on how well pupils understand certain topics. The live lessons *Super Teach* the gaps and enable students to access their teachers and have live interaction with them and classmates. If your child cannot attend the live lesson, we record these and will upload them later in the week – although not attending will not hamper the sequence of learning.

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 pupils to log into their Google form each day and 'submit' their answers to the online learning. We also expect pupils to upload work they are proud of onto 'Padlet' for checking. We encourage all pupils to join the Live Lessons.

To best support your child we ask that, where possible, you ensure they have a clean and clear working environment. If they are taking part in live lessons we ask for mobile phones to be switched off, that students are not in their bedrooms and that they only use the chat function of lessons as asked to by their teacher. We also ask that you sign their Remote Learning Rewards card for each day they have completed their lessons.

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

Your child's tutor will make a call every two weeks to check that everything is okay at home and give some feedback on online learning. Where some children that need more support are concerned this call we either be weekly or twice a week.

Our Heads of year check the online learning data every day for their year group and compile a report each week of the Senior Leaders reporting on their % of engagement. If your child falls below two log ins a week you will receive a text alerting our concerns to you. If this falls further we will call home to ensure everything is okay and to see what more support we can offer. Where there are even greater concerns we may trigger a home visit or offer Educare – but this is very rare.

You may receive a call from our Wellbeing SEND team if your child falls under this provision, these calls are designed to help assist where possible and to keep your child connected with school – some of these where appropriate may be conducted visually on Googlemeet.

We use positive systems such as Classchart points to reward online learning and our Remote Learning Reward cards which pupils have at home with them for parents and carers to sign each day. When pupils are back they may show this signed card to their tutor in order to win an 'online learning' badge for their collection. Our Heads of Year will also display fantastic work that pupils upload on Padlet throughout the week and praise appropriately.

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:

We automatically mark your child's work using the Google form submission each day. This scoring information informs our Live *Super Teaching* lessons and our Heads of Subjects' planning for the return curriculum.

At sixth form, pupils upload assignments and feedback on these longer pieces is given once a week and used as models in lessons.

At the end of the week, pupils will take a longer Google form quiz for every subject, which will assess all the content from that week of learning and previous weeks.

Within all our recorded lessons there are 'Pause Points' which allow for pupils to answer questions or gap fills and every lesson starts with a '5a-day' which works with the 'curve of forgetting' research- helping students to remember content from hours, days, weeks or months ago. We always display the answers in green and we ask pupil's self-check and correct these as they would in a normal lesson.

Additional support for pupils 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 pupils, for example some pupils 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 pupils in the following ways:

MAP hold the same high aspirations for students with SEND as those without, and as such they follow the same academically challenging curriculum. Remote lessons are planned with SEND students in mind and the same consistent approach is used across subjects to ensure fair access for all.

SEND students who require extra support to access learning receive this remotely through regular contact with their key adult. Who, if needed, will differentiate work or support virtually with online platforms. Students whose needs cannot be met remotely are invited to attend Educare, where they can work alongside staff to have their needs met.

Interventions through external agencies are also supported remotely, where possible, and multi-agency support plans continue to run virtually. There are dedicated staff to ensure the continuation of the 'Lexia' literacy intervention programme, ensuring students with literacy needs continue to make progress and move towards age related expectations.

Parents are supported by sharing of resources, such as information on accessibility apps, signposting to support websites as well as also having regular contact with the key adult.

SEND students are prioritised in the loaning of devices, should this be the barrier to their engagement.

Remote education for self-isolating pupils

Where individual pupils 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 pupils 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?

Pupils will be able to access immediate remote education through the 'Tap into MAP' section of the website in the 'days 1-3' folder. Here pupils will find work for the first three days of absence. For each of the three days there is a google form containing five recorded lessons and associated quizzes as well as a tutor time activity to complete. Students should work their way through the form and then click 'submit' so that teachers can review work. All pupils are provided with their Knowledge Organiser, home learning booklets and an exercise book to support their remote education.

If absence extends beyond three days, to ensure students are still able to master the curriculum and make good progress, heads of year will send work to complete for all lessons. Completed work will be reviewed by tutors on return to school.

In addition to this work, students should complete home learning, SPARX and a daily core knowledge lesson. Additional lessons for all subjects can also be found on our YouTube channel.

For each day of their absence, students should complete their 'beyond day 3' google form so we can keep track of how they are doing with their work.

Any student unable to access the online provision due to devices will receive a call from their Head of Year to organise a Chromebook/ dongle or other support.