



REMOTE EDUCATION at Teign School

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

The published government guidance on remote learning can be found here:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

In the event of a local outbreak, the PHE health protection team or local authority may advise a school to fully or partially close temporarily to help control transmission.

Teign School has a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other students, or it may involve remote education for certain year groups for a period of time.

For details of what to expect where individual students are self-isolating, please see the final section of this page

Detailed curriculum information can be found on our website under the curriculum tab.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to students at home

When considering remote education at Teign School we will:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects, including new material - planning a programme that is of equivalent length to the core teaching pupils would receive in school (5 hours of lessons a day) and will follow the student's normal timetable
- teach a planned and 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
- gauge how well students are progressing through the curriculum using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern, this will be led by our pastoral team under the guidance of the Deputy Headteacher (pastoral).
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate and the monitoring of this will be overseen by the deputy head in charge of teaching and learning

At Teign School our aim is to follow the intended curriculum whether students are in school, working from home, or a combination of the two. Our preference is to provide 'live' lessons to follow the curriculum where possible. On occasion lessons may be pre-recorded or lessons provided by the Oak National Academy, which match our planned curriculum.

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

The school will make contact via email and will remind your child of where to access learning. A live tutor session will happen each morning at 8.50am-9.10am before timetabled lessons begin.

Our remote education platform is Microsoft Teams. All students and teachers have received training in this, and so lessons will continue **immediately** using Microsoft Teams. Students can access this using the dedicated app (available for all devices) or can sign in to www.office.com using their school email address (username@teignschool.org.uk) and password.

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?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in PE lessons, students may be set a series of challenges to develop their personal fitness. In practical subjects such as music, technology, food and nutrition, art or drama, work set may be a combination of practical work (where possible) and theory work.

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 approximately 5 hours per day. This is in line with the number of lessons they would normally have in school.

When all students are in school we will continue to operate a staggered break and lunch system to keep students in different year group bubbles apart. The timings for these vary depending in the year group. Therefore, to maintain simplicity, where there is a partial closure of a year group and a group of students required to isolate under track and

trace, we will stick with the specific timetable for that year group, which will be confirmed by email.

In the instance of a full closure of a year group, where all students remain at home, we will use the following timetable to minimise any split lessons:

0850 - 0910	Morning registration with Tutor – all students expected to attend this via Microsoft Teams
0910 - 1010	Lesson 1
1010 - 1130	Lesson 2 and break (different year groups have break at different times in order to ensure the integrity of year group bubbles for those children on site at school Year 7 and 8 – break is between 1010-1030 Year 9 - break is between 1110-1130 Year 10 - break is between 1050-1110 Year 11 - break is between 1110- 1130)
1130 - 1230	Lesson 3
1230 – 1410	Lesson 4 and lunch (different year groups have lunch at different times in order to ensure the integrity of year group bubbles for those children on site at school Year 7 and 8– lunch is between 12.30-1.10 Year 9, 10 and 11 lunch is between 1.30 – 2.10)
1410 - 1515	Lesson 5

Accessing remote education

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

All students will access remote education through the Microsoft platform. Students can access all Microsoft applications through www.office.com. They are also able to download all Microsoft applications to different devices for free. There is a video guide to the platform by clicking [here](#). It is important that students are regularly checking their email (Outlook) and epraise in order to get notifications for lessons and additional notices from teachers. When students sign on to Microsoft Teams they will see that they are added to a separate team for each class/subject. Clicking on the Team will take them into the class area. Live lessons are scheduled as 'meetings' in the general area. Students may also be directed (by email) to YouTube for any pre-recorded lessons or the Oak National Academy site.

If my child does not have digital or online access at home, how will you support them to access remote education?

Your responses to our questionnaire have supported our identification of who needs equipment.

We recognize that some students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

- If there is an issue with access to a device to complete remote education, please let us know immediately by emailing admin@teignschool.org.uk or telephone on 01626 366969 choosing option 9
- We will do everything we can to support remote education and have a number of devices that we may be able to loan as well as helping to resolve any issues with connecting to the internet.
- We recognise that some students may only be able to take part in lessons on a device with a small screen, such as a mobile phone. We are happy for students to complete any work set on paper instead of on a computer if needed.
- Should you require access to printed copies of lesson resources please let us know by emailing admin@teignschool.org.uk and we will try to arrange this.
- If students are completing remote education on paper rather than computer they can always upload a photo of their work. Where this is not possible, we will work with you to find a solution.
- Students who do not / cannot engage effectively in remote education at home due, for example, to a lack of devices or quiet space to study, will be considered vulnerable and therefore able to attend full-time on-site provision.

How will my child be taught remotely?

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

Some examples of our remote teaching approaches are:

- live teaching (online lessons)
- resources posted onto Microsoft Teams
- recorded teaching
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home/online
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

When teaching students remotely, we are:

- providing frequent, clear video explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
- setting assignments so that students have meaningful and ambitious work each day in a number of different subjects.
- teaching a planned and 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.
- gauging how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.

- enabling teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding.
- planning a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers.

We are considering these expectations in relation to the students' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We will avoid and will not set long-term projects or internet research activities.

Video lessons

Our preference is that where possible, our teachers teach live video lessons. Where this is not possible, video lessons may be pre-recorded to ensure that explanations are clear and effective. Where a teacher is unwell, we may use video lessons provided by Oak National Academy to support student explanations. These cover the entire national curriculum and are available to all schools for free. These have been developed in partnership with a wide group of teachers and school leaders to develop lessons that match the curriculum being taught in school.

What happens if my child's teacher is unwell?

If a member of teaching staff is unwell and is not able to provide remote education, your child may be added to a new class team in order to join a different lesson or alternative work may be supplied. Ultimately the aim is to ensure that teaching continues in the most effective way possible until the teacher is able to resume teaching.

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 all students to engage with remote education as soon as it is required. Each day of remote education begins with a registration session with their form tutor and it is essential that every child attends this. As well as maintaining contact with the tutor, this session will help to troubleshoot any issues.
- As parents/carers we need your support to ensure your child sticks to the routines of completing school work at the right times and is provided with a space they can work without distraction. Where this is not possible, please let us know and we will do what we can to help.
- Please reinforce clear boundaries with your child during their remote education, such as not allowing them to use their mobile phones (unless being used for the lesson).
- Non-attendance to the tutorial session will trigger a call from our pastoral team. If they are unable to make contact with the pupils within 24hrs they will refer to the EWO for further escalation. The EWO will contact the family via phone and if this is unsuccessful make a home visit. It is imperative that parents/carers and pupils maintain contact with the school to prevent further escalation.

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

- Student engagement with remote learning is monitored daily. A register is taken for every lesson as well as the morning register with tutors. Where students are not engaging, this will initially be followed up with contact home to try and resolve any potential issues.
- Where students are attending remote education lessons but there are concerns with the quality or quantity of work being done, the individual teachers will make contact with home.

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:

- Teachers may deliver a lesson through Microsoft Teams and ask students to respond to questions during the lesson
- In maths this will often be through the online platform, Sparx which all the students are familiar about how to access and use.
- With assignments submitted through Teams, there is a feedback function built into the platform, where teachers can mark or comment on student work.
- Teachers are not expected to mark every piece of work in depth, but they will be checking work and addressing any errors or misconceptions with students in the following lessons.
- We may use quizzes through online forms or epraise to assess student understanding. This provides instant student feedback and scores are recorded so that teachers can address common mistakes in future lessons.

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. Pupils unable to engage in remote education effectively, such as due to a lack of devices or a space to study, might be considered vulnerable and invited into school. Please contact our SEND Co-Ordinator, Sam Battershall (sam.battershall@teignschool.org.uk), with any specific queries.

Children of critical workers and vulnerable children and young people will be expected to be able to access full-time on-site provision.

Critical workers include those who work in key sectors as specified in guidance on critical workers who can access schools or education settings.

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers, those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study) and others at the school's and local authority's discretion.

We will take steps to ensure that all vulnerable children and young people are able to access full-time on-site provision, strongly encouraging their continued full-time attendance. All instances of non-attendance from vulnerable children and young people will be followed up by the school. We will:

- work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance, considering the child's circumstances and their best interests
- work together with the local authority, social worker and other relevant partners to strongly encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person's attendance would be appropriate.

We will make every effort to prioritise and encourage vulnerable children's full-time attendance. However, if the parent of a vulnerable child wishes for their child to be absent from school because the rest of their year group is working remotely from home, and the above measures have been followed in conjunction with the local authority and social worker (where applicable), the parent should let the school know in advance that they are making an application for a leave of absence. We will grant this leave of absence. It will only be granted for the weeks their year group is scheduled to be at home.

Where critical worker parents and carers notify school that their child requires full-time on-site provision during the weeks that their year group is scheduled to be at home, we will make this available. However, as with vulnerable children, parents of critical workers must then let school know if their child will not be attending during this period, and we will grant a leave of absence to all critical workers' children.

During the period where the rest of their year group is at home, children in these priority groups will not mix with the other year groups on-site. Particular attention will be given to

ensuring thorough and frequent handwashing and the cleaning of frequently touched surfaces more often. In all situations, we will carry out a risk assessment and ensure the system of controls is effectively implemented (see 'System of controls' section).

These priority groups will, where possible, access their learning via their normal timetable in their normal classrooms, via a laptop with the class teacher supporting and supervising their learning where possible. If this is not possible (due to having to reduce the number of staff on site following government guidance) then these priority groups will be given access to Microsoft Teams and supervised by a member of staff so they can access their live lessons with their normal teacher.

- In line with inclusive practice and the Graduated Response, pupils at SEND 'E' or 'K' receive quality first teaching and provision supported by pre-teaching and small-group intervention. Pupils who are unable to attend school join live sessions via remote platforms (Teams). In addition to this, pupils access modified resources where appropriate with modified outcomes: this is communicated to parents by the SENDCo.
- Pupils with EHCPs receive individual remote LSA support in place of pre-teaching, either online or via a phone call.
- Where appropriate we will link to the Oak Academy. This site provides materials offering a wide range of resources for different areas of need, including communication and language, numeracy, physical development and independent living. There are also modules on the creative arts and early development learning.

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?

If your child is self-isolating, they will be provided with access to learning via Teams and teachers will post work to each of your child's subject Microsoft Teams by 4pm the previous day.

Your child should also email their teachers to let them know of the self-isolation. The teacher will then be able to support with specific lesson resources sent by email. Where possible they may also be able to add the student to the lesson through Microsoft Teams, although please understand that this will not always be possible or appropriate.