



Remote Education Provision

This document outlines provision for remote learning at Marling School. It should be read in conjunction with the Contingency curriculum policy that details curricular provision, related protocols and expectations of staff, students and parents.

What is taught to students at home?

Students working at home access their full curriculum. This applies in all scenarios from an individual having to self-isolate through to full school closure. (See Contingency Curriculum policy for details).

How much work will be set each day?

Students follow their normal timetable of 5 one hour lessons each day. Students may also receive homework in line with the Homework policy.

How will my child access remote learning?

- The main platform for remote learning at Marling is Google's G Suite, through which all live lessons and most resource and work sharing takes place.
- All work is set through the Edulink communication tool's homework function (often this will be a reminder to access live learning through google classroom).
- Additionally, some subjects compliment their Google classrooms with other platforms, for example Seneca, Heggarty Maths and Educake.

What if my child does not have digital or online access at home?

The school guarantees to provide devices to support remote learning for all students eligible for Pupil Premium that require them. Additionally, where need is identified (either by request or identification of lack of engagement with remote learning) the school will endeavour to supply devices from the finite resources available. During any period of school closure, where capacity allows, students will be offered the opportunity use resources in school.

How will my child be taught remotely?

Expectations for our teaching and learning are the same as when face- to- face with our students in the classroom. The following are key principles that will provide the framework for this:

- Delivery of a curriculum where our students know and remember more.
- Sequencing of learning so that students obtain the knowledge and understanding of what they need to move on to the next step.
- Variety in ways to deliver learning.
- Making aims and objectives explicit to students.
- Providing students with an overview of the bigger picture and, where a specific lesson or activity sits.
- Feedback and assessment that inform the planning and learning.
- Focus upon the most important knowledge or concepts pupils need to know.
- Consideration of what alternatives exist for traditional practical activities.
- Practising and reinforcement of existing knowledge and skills.

What are your expectations for my child's engagement and the support we as parents and carers should provide at home?

Students should be able to complete all work independently or with the support of their teachers. Students are expected to

- Join all live elements of lessons
- Complete all work set every day.
- Submit all work requested by their teachers
- Communicate proactively with their teachers where they are unsure what they need to do.

Parents are expected to communicate with the school if their child cannot access remote learning because they do not have the required facilities or are too unwell to work. Parents are also encouraged to communicate with the school if they feel their child or family would benefit from additional support.

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

Where a teacher identifies that a student has not joined live components of lessons, or has failed to submit work as expected, they record a “distance learning concern”. Parents are informed of all concerns logged by email.

Pastoral staff monitor all distance learning concerns logged. Where patterns suggest an issue is developing, parents and students are contacted to discuss what additional support could be provided.

How will you assess my child’s work and progress?

The principles that underpin effective assessment remain the same, with each department’s policies adapted for remote delivery. For example:

- Questioning and feedback is facilitated during our live lessons through the chat function on google meet.
- Adaptive learning software such as Pear Deck to facilitate live responses from all the class.
- Use of chatroom discussion in breakout groups
- Low-stake quizzes, for example using Google forms, Seneca, Educake and Hegarty to recall prior learning and apply learning.
- Summative assessment adapted for remote completion and marking, with written assessments can be loaded on google classroom to facilitate annotation and grading.

How will you work with me to help my child who needs additional support from adults at home to access remote education?

All students on the AEN register have a nominated Key Worker who will maintain regular contact through any period of remote learning. That Key Worker will offer a range of support according to need. Teaching assistants continue to support students with remote learning as they would in lessons in school. In addition, they liaise with subject teachers in relation to the progress of individuals and strategies to apply.

Pastoral staff additionally support students who are not on the AEN register but have been identified as requiring additional support with, for example, organisation and motivation.