Remote education provision: information for parent/carers

This information is intended to provide clarity and transparency to learners and parents/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 learners are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to learners 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 learners at Kimberley College expect from immediate remote education in the first day or two of being sent home?

As a minimum expectation, learners will be set work to complete as independent learning for the first day of isolation. In the majority of cases learners will be able to attend live lessons online using Microsoft Teams (MS Teams). Thereafter they will be able to remotely participate in all onsite lessons following their normal timetable.

Work will be set for day one either via the Microsoft Teams or Show my homework platform in line with work set for all learners in onsite provision.

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Following the first few days of remote education, will learners be taught broadly the same curriculum as they would if they were in college?

In a full closure of the college, when all learners learn at home

(Except for those attending onsite provision i.e. vulnerable learners and children of critical workers, and as stipulated in the latest guidance)

We follow the timetable for each learner.

Approximately a third of lessons are delivered as live lessons via Teams and all other lessons are set as independent learning via Show My Homework or Teams.

Live lessons are allocated according to the student timetable, with the first hour of each lesson delivered by the class teacher.

PSHCE has been delivered remotely since September 2020 as part of developing student familiarity with the MS Teams platform. These sessions will continue as timetabled and will be delivered by our college Pastoral Tutors. In addition to PSCHE and pastoral support, there are weekly assemblies led by the College Leadership Team. In addition, there is a comprehensive next steps session programme to support your child in planning their future. This is coordinated by our Head of Careers and UCAS Coordinator.

Remote teaching and study time each day

How long can I expect work set for learners by the college to take 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 5	At Key Stage 5 there is no stipulated length of time learners are required/expected to engage in learning. Our expectation is that learners should spend a minimum of 5 hours a day on either live learning or independent learning. In addition, students are given extension tasks that promote continued learning beyond these hours and are encouraged to use complementary learning platforms such as MOOC's. Work will be set will follow the individual timetable of each learner.

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Accessing remote education

How will learners access online remote education you are providing?

Live lessons are delivered via MS **Teams**

Independent work for all other lessons is set via **Show my homework**.

Pupils attitude to learning, or lack of engagement, is recorded and monitored by the pastoral team on **ClassCharts**

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

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

Learners being able to access the work that is being set is a priority for the college. The college has accessed devices and has worked to configure them to ensure they are useable.

Families are encouraged to investigate the use of the all devices available (such as X-boxes and PlayStation)

If a learner does not have access to a device on which they can complete their work, or if they have insufficient data to access learning remotely they should contact Mr Stewart on istewart@wootton.beds.sch.uk he will inform Mrs Genders who will contact individual learners to ensure appropriate arrangements are put swiftly into place.

Teachers are being asked to set a range of activities so that learners do not need to work online for the full five hours of their timetable. Our plan attempts to stagger live lessons so that families with children in different years can manage the use of devices. Teachers are also being asked to use a range of assessment strategies so that not all work has to be submitted online.

If a learner has difficulties logging, accessing sites or has a problem with MS Teams, you can email teamshelp@wootton.beds.sch.uk or it@wootton.beds.sch.uk Online learning guides on how to facilitate programmes and software, along with advice on keeping safe on line are available on the college website at https://www.kimberleycollege.co.uk/learning2020

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How will learners be taught remotely?

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

Learning takes many different forms and we would wish to replicate this with our remote learning provision. Examples of this include:

- ❖ by listening to teachers and identifying what they understand in that moment (live teaching)

- ❖ by working collaboratively in small groups using breakout rooms in MS Teams and shared online documents (SharePoint and Class Notebooks – part of the Microsoft 365 suite of programmes)

- ❖ by repetition and practising skills (short answer questions and activities)

- ❖ by applying knowledge (creating longer creative pieces, solving problems, longer written answers).

- ❖ By engaging in recommended online learning courses such as MOOC's.

The independent work set via Show My Homework allows each learner to embed their skills, knowledge and understanding; revisit topics that have been learnt before that link to current topics, and use and apply their learning. The work that they submit to teachers allows staff to plan their next lessons to revisit the areas that have not been learnt well, and build future learning upon this knowledge of the strengths and weakness of learners.

The blend of online learning, both live lessons and independent learning means that we can provide learners with a range of opportunities to support their progress, as well as ensuring they do not need to be in front of a screen for excessive hours in a day. We encourage all our learners to complete a number of tasks each day at a desk or table, away from their digital devices.

Approaches we will use are:

- live teaching (online lessons)

- recorded teaching e.g. video/audio recordings made by teachers.

- textbooks and reading books pupils can access online, such as Kerboodle

- use of online periodicals and journals such as the Phillip Allen Achieve.

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- enrolment in MOOC's through www.futurelearn.com

- opportunities to practise using knowledge and skills through answering questions, solving problems, completing creative projects (Art, Media, Music)

- opportunities to explore their understanding through extended writing, production of summary pieces/revision resources.

Engagement and feedback

What are your expectations for learner engagement and the support that we as parents and carers should provide at home?

We ask that learners aim to follow their normal college day routine and hours, which includes daily live lessons between 9.00 am until 10.00 am for the morning learning block, or 12.00 pm to 1.00 pm for the afternoon learning block. We believe that this daily structure supports wellbeing and helps maintain a good approach to learning. However, we understand that for a range of reasons this is not always possible or appropriate.

We set work for the day learners would have that lesson. We do not expect learners to spend longer than the time of a lesson completing this work (usually 5 hours of learning a day). Due to the intensive nature of home learning, extension work is completed on a voluntary basis. Each week learners also receives a student bulletin with challenges and tasks they can choose to complete.

We expect learners to complete a minimum of 5 hours of learning a day, unless they are ill or attending an appointment.

We ask that parents and carers (where possible):

- ❖ provide a quiet area for learning – a desk or table is best

- ❖ suggest learners turn off the tv, games, their mobile phone

- ❖ encourage learners to try all activities set.

- ❖ congratulate and encourage engagement

If your child is stuck:

- ❖ ask leaners to describe what they have been asked to do

- ❖ identify the first action in a task and focus on that

- ❖ encourage them to contact their teacher via MS Teams, Show my homework or email. These platforms are monitored by teaching staff as part of their working day and response times are usually very quick.

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

We monitor learner engagement at a subject level through attendance at live lessons, as well as submission of work via MS Teams, Show My Homework or completion of work on online subject specific platforms. In addition, if a learner is not submitting work, then our teachers log this on ClassCharts and you will be alerted to our concern by one of our pastoral tutors initially.

The college has set up robust monitoring systems to look not only at learner attendance but the degree of participation in learning. Should learner engagement be a cause for concern you will receive a phone call. If a learner misses two or more live lessons, you will be contacted by the college unless you or they, have told us they are ill via attendance@wootton.beds.sch.uk

Our weekly monitoring also highlights learners who are not logging in to access work, and you will also receive a phone call if your child is not accessing this independent set work.

How will you assess learner work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual learners. 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 learner work is as follows:

For each teaching group, teachers complete whole class assessment once a fortnight, and in the second week they gather less formal feedback (for example self-assessment and quiz response).

Whole class assessment identifies areas of strength as well areas of common misconception. This information is sent to the class in the form of a WWW (what went well) and EBI (even better if) document and is used to plan the next cycle of lessons, ensuring that gaps in understanding are addressed.

Learners receive less formal feedback regularly, but at least fortnightly, includes quizzes they complete as part of a lesson, verbal feedback in live lessons, answers provided for self-assessment.

Teachers continue to mark and feedback student work submitted to them via MS Teams and Show My Homework.

In addition, we are running our normal assessment schedule with our learners.

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Additional support for learners with particular needs

How will you work with learners who need additional support from adults at home to access remote education?

We recognise that some learners, for example some learners 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 learners in the following ways:

All learners in receipt of an EHCP are encouraged to attend our onsite provision, and work with a Teaching Assistant to support them in engaging with the set work. In all cases the college maintains a record of how the parent/carer, learner and college will work together to ensure the learner makes progress.

All learners with SEND have additional contact with their key worker (usually their pastoral tutor) so that support is available for their learning.

This may be:

- A teaching assistant attends a live lesson
- Phone calls/online calls to support with a subject area
- Phone calls to support with organisation of work or wellbeing

Remote education for self-isolating learners

Where individual learners or small groups of learners (bubbles) need to self-isolate but the majority of their peer group remains in college, we will enable learners to fully participate in lessons at the same time as those learners who are onsite.

If a learner is not in college because they are self-isolating, how will their remote education differ from the approaches described above?

Where the majority of pupils are attending college, but some pupils are self-isolating:

Students isolating will be able to attend live lessons taught on site and will be encouraged to fully participate in discussions and completion of tasks set to learners on site.

Teaching staff will periodically be able to monitor feedback and offer support and challenge through the chat function in MS Teams.

Isolating learners will be expected to commit the same hours of learning as students in onsite provision.