



## THE TRIPLE CROWN CENTRE

Contingency planning: information for parents/carers

### **Remote education provision: academic year 2023-2024**

All students should attend school, when school is open, in line with our attendance policy. We sincerely hope there will never be circumstances when in-person attendance is either not possible or contrary to government guidance, but it is important we have a remote education contingency plan in place for occasions when:

- ❖ We deem it unsafe to open our school
- ❖ Opening would be contradictory to guidance from local or central government
- ❖ A student is well enough to learn, although for a short period of time is unable to physically attend school when it is open e.g. due to an infectious disease

### **Rationale for our remote learning procedures**

In the event of any of the above, our intention is to ensure learning takes place at the same rate as if students were in the classroom.

This is necessary to ensure none of our young people have fewer days of schooling than their peers, but ultimately being expected to take the same examinations, with the same grade boundaries, as everyone else. The only way we can make it fair for our students and ensure they are not disadvantaged, is to do our best to ensure our remote learning aligns as closely as possible with normal in-school provision.

### **Day 1 of remote education**

A student's first day of being educated remotely might look different from our standard approach, whilst we take all necessary actions to prepare for a longer period of remote teaching.

For the first day of home learning, students will be provided with guidance and information to enable them to:

- ❖ Complete any outstanding work
- ❖ Engage in learning following on from their previous lesson (either via Microsoft Teams or printed worksheets and materials)

### **Longer periods of remote education**

Teaching and learning provision will reflect, as far as possible, the work other students are accessing in school, in order to limit the long-term impact of absences.

#### **If school is closed because the premises are deemed to be unsafe or opening would be contradictory to guidance from local or central government**

Timetabled teaching and learning sessions will commence from the second day. Students' lessons will reflect their normal group timetables, to ensure fair coverage and input time for all subjects, allowing students to continue with their broad and balanced curriculum

We will use a combination of the approaches/resources. Examples include:

- ❖ PowerPoints produced by teachers
- ❖ Printed materials – e.g. text books/worksheets
- ❖ Question and answer sessions
- ❖ Websites supporting the teaching of specific subjects
- ❖ Video tutorials/clips
- ❖ Quizzes
- ❖ Recorded teaching e.g. Oak National Academy lessons
- ❖ Independent learning, including research

## Expectations and study time

Students are expected to access their learning, if they are well.

Remote education should take students broadly the following number of hours each day:

Years 7 – 10 (not working towards formal qualifications this year)	4 hours
Year 11 (working towards formal qualifications this year)	5 hours

## Accessing education at home

Depending on the circumstances and projected length of home study, learning may be set:

- ❖ As printed guidance and resources, which can be collected from school
- ❖ As online remote learning

Lessons provided online will be accessed via Microsoft Teams, which your child has had experience in using both in school and at home when extended learning (homework) has been set, completed and submitted using this platform.

**If your child does not have digital or online access at home, please inform us of this and we will take one of the following approaches:**

- ❖ Lend a student their personal school laptop, which will be appropriately encrypted to allow home use
- ❖ Arrange for printed materials to be available, with guidance re submitting work

## Submission of work

We will advise of how work should be submitted, depending on the circumstances.

This may be:

- ❖ Having it physically brought in to school at the earliest possible opportunity, to allow teachers to provide timely feedback and to determine 'next steps'
- ❖ Submitting online remote work as per instructions provided by the teacher (via Microsoft Teams)
- ❖ Returning via the school email address ([triplec@triple-crown.solihull.sch.uk](mailto:triplec@triple-crown.solihull.sch.uk).) Smartphones can be used to photograph work which is difficult to submit in other ways.

If these options provide challenges for individuals, parents should contact school to discuss alternative methods.

## Marking and feedback

Our Marking and Feedback policy emphasises the importance of providing effective, personalised feedback and it is vital this is incorporated into our remote learning procedures, to ensure students continue to appreciate their achievements and understand what they need to do to improve.

A variety of feedback will be used, including written teacher assessment of work when submitted, self-assessment, on-line quizzes.

Microsoft Teams enables us to monitor each student's access of, engagement in and submission of online remote learning.

## Additional support for students with particular needs

We recognise that some students, for example those with special educational needs and disabilities (SEND), may face greater challenges in accessing and completing their work remotely and we acknowledge the difficulties this may place on families.

Additional support for these students will be co-ordinated by Ms Ghudhail (SENCO) on an individualised basis, as relevant for each student and family.

## **Support from Achievement Mentors**

Achievement Mentors will offer on-going support for their students and should be the first point of contact for families.

## **Parent/carer support**

To support your child's education during any periods of home learning, we ask you to:

- ❖ Encourage your child to be dressed and ready for the start of the school day
- ❖ Reinforce the importance of adhering to the remote learning timetable and the associated expectations
- ❖ Distinguish between weekdays and weekends and make it clear when the school day is over, to make a distinction between home and school life

If a student is ill and unable to learn, parents/carers must report absences to school in the normal way.

## **Extended learning**

We appreciate all students work at different rates and that home circumstances vary from family to family. We have a number of students who are always keen to engage in additional learning and we will therefore continue to signpost students to meaningful extended learning opportunities.