



## THE TRIPLE CROWN CENTRE

Contingency planning: information for parents/carers

### Remote education provision: academic year 2021-2022

Although school attendance is mandatory for all pupils of compulsory school age, the DfE recognises that Covid-19 may cause further disruption this academic year, with some pupils not able to attend school if they:

- ❖ Have been contacted by *NHS Test and Trace/local Contact Tracing Teams* and asked to self-isolate
- ❖ Wider attendance restrictions need to be reintroduced

A new remote education temporary continuity direction has therefore been issued by the DfE for the academic year 2021/22, extending the requirement for schools to provide remote education for state-funded pupils when they cannot attend school due to Covid-19.

We sincerely hope our students and families will not have to face any further challenges in relation to the pandemic, but it is important we have a contingency plan in place.

This information is intended to provide clarity and transparency to students and parents/carers about what to expect from remote education.

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

Should Covid-19 necessitate a student not being able to attend school, our intention is to ensure learning takes place at the same rate as if they were in the classroom.

This is necessary to ensure none of our students have fewer weeks 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.

#### **When school is open, but COVID-19 prevents a student from attending**

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

#### **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 will 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

##### **What are your expectations for my child's engagement?**

It will not be an option for students to access or not access their learning, if they are well.

## Accessing remote education

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

Lessons will be accessed via Microsoft Teams, which your child has had experience in using both in school (as lessons/assemblies/Achievement Mentor learning sessions) and at home when extended learning (homework) has been set, completed and submitted using this platform.

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

In September 2021, we sought confirmation from parents that all our students have digital or online access at home. However, we recognise this may change over time and we will, therefore, take the following approaches to support any student who no longer has suitable online access at home:

- ❖ 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

### What does my child do when work has been completed?

Once work has been completed, it should be submitted as instructions provided by the teacher (via Microsoft Teams). If this method is unsuitable, work can be submitted 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

### How will you check whether my child is engaging with their work and monitor progress they are making?

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

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.

## 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

### What support should we as parents and carers provide at home?

To support your child's education at this time, 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 work, parents/carers must report absences via the school email address.

## 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.

## **If we reach the threshold for reporting a Covid-19 'outbreak' in school and all other risk mitigations have not broken chains of in-school transmission.**

In extreme cases and as a last resort, a Director of Public Health may advise introducing short-term attendance restrictions in line with infectious disease management in educational settings. In our small setting, if this prevents students and staff being in school, the following additional information applies.

## The remote curriculum

A student's first day 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 of students being sent home?

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)

### Following the first day of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

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.

## **How will my child be taught during these attendance restrictions?**

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

- ❖ Face to face live learning sessions with teachers
- ❖ Recorded teaching e.g. Oak National Academy lessons
- ❖ Websites supporting the teaching of specific subjects
- ❖ Video tutorials/clips
- ❖ PowerPoints produced and uploaded by teachers
- ❖ Printed materials - e.g. text books that students will have at home
- ❖ Question and answer sessions
- ❖ Quizzes
- ❖ Independent learning, including research

To ensure students understand their learning achievements and what they need to do to improve, and in addition to the examples of remote learning teacher feedback referred to earlier, face to face lessons with teachers will provide opportunities for regular verbal feedback and also allow teachers to be able to respond to the needs of individuals and the whole class.