

LGGS Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local or national restrictions require entire cohorts (or bubbles) to remain at home. Please contact Miss Bellin, Deputy Headteacher, if you have any queries about remote education provision.

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

We anticipate that LGGS shall be able to move very quickly to provide the remote education provision outlined in this document. Pupils will usually have a clear understanding of their learning pathway and be able to either use consolidation activities to revisit and recap prior learning or be able to move on to the next section of learning in each subject, until our full remote learning provision for each pupil is in place.

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. Our aim is that students have as normal a school day experience as possible in the circumstances. However, we have needed to make some adaptations in some practical subjects. For example, in Technology, Physical Education, Drama and Music.

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 pupils broadly the following number of hours each day.

<p>Secondary school-aged pupils not working towards formal qualifications this year</p>	<p>KS3 pupils will follow their usual timetable.</p> <p>In the main their remote education will be a minimum of 5 hours per day.</p> <p>Extension activities and additional learning opportunities shall be signposted.</p> <p>Homework may be reduced or consolidation of learning may be built in to ensure home learning is manageable.</p> <p>Being mindful to monitor cohort responses and ability to adapt to remote learning, Homework may be reduced or consolidation of learning may be built in to ensure home learning is manageable.</p>
<p>Secondary school-aged pupils working towards formal qualifications this year</p>	<p>KS4 and KS5 pupils will follow their usual timetable.</p> <p>In the main their remote education will be a minimum of 5 hours per day.</p> <p>At KS4 we aim to set manageable amounts of homework as required.</p> <p>At KS5 each A level subject anticipates 5 hours of independent study per week during face to face in school learning, and when remote learning independent learning is set as required.</p>

Accessing remote education

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

Microsoft Office 365 is our main digital platform for communication and for setting learning. Teams is our main App and from this pupils may also then be directed to other Office 365 Apps, LGGs Moodle or other resources or online links.

All pupils will have access to 2 LGGs guides for accessing remote learning:

1. *Etiquette for pupils using Teams for Live lessons*
2. *Pupil guide on how to find your work on teams*

These are sent directly to all pupils via email.

There is also the *Microsoft Teams Quick Start Guide for Education*, which is on the LGGs Website

<https://lggs.s3.amazonaws.com/uploads/document/Teams-EDU-Quick-Start-Guide-Students.pdf?t=1609837774?ts=1609837774>

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

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

- We have prioritised the purchase of additional laptops since the start of the pandemic, using some of the school's reserves and charity funding.
- Families have been reminded frequently in school communications eg letters and newsletters to contact us if they require a laptop.
- Pastoral staff make direct contact with more vulnerable and Pupil Premium families, during periods of self-isolation and school closure to check they are able to access online learning.
- We have taken full advantage of the Département for Education's and local schemes to widen access to remote education
- Pupils and their families can access IT support directly at its@lggs.lancs.sch.uk

How will my child be taught remotely?

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

Some examples of LGGs remote teaching approaches:

- well-structured learning, clear, reasonable in content, and relevant to the topic being studied.
- live teaching (online lessons via Microsoft Office 365 Teams)
- recorded teaching (e.g. video/audio recordings made by teachers, Oak National Academy lessons,)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- use of LGGs Moodle to access resources and links
- use of Senca Learning or other online learning platforms and tools
- independent practical work, such as in PE or food technology
- our aim is to offer some live teaching to all classes, where possible. This may be an introduction, mid lesson checks and/or plenary.
- for exam classes lessons are as interactive and as near to a classroom experience as possible, where this fits into a sequence of learning.
- all other year groups, aim is to offer some live teaching where possible.

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?

It is helpful if parents can encourage their child to keep to the normal school routine as much as possible.

Parents are encouraged to contact school if they have any concerns, particularly if their child is struggling with the work or spending too much time completing work.

- All pupils are required to log into Microsoft Office 365 at the usual start time of the school day and complete an attendance register FORM each day school is operating remote learning.
- Registers are taken in every live TEAMS lesson.
- Pupils are expected to attend all lessons and engage with the live lessons and the independent learning set. They are expected to submit work as requested by each class teacher and complete homework that is set. The minimum expectation of work to be completed will be clearly communicated as well as the opportunity for additional or extension learning activities.
- Parental support to remind your child to register each day and attend each live lesson, access the work set and complete any homework will support your child's education.

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

- Daily attendance for Years 7 to 11 will be monitored via the Microsoft daily register FORM
- Attendance at Live TEAMS lesson will be monitored by the class teacher
- Engagement with remote and independent learning, including monitoring the submission of any set assignments, assessments or homework activities.
- Class teachers, Pastoral staff and Heads of Year will co-ordinate any concerns over engagement with learning. This may include contacting the pupil via, LGGS email, Parentpay, Office 365 Teams calls and where necessary contacting parents/carers, for example via telephone.
- Parents/carers and pupils will also be able to access Edulink as we will continue to this to record rewards, merits and achievement points, as well as penalty points.

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 pupils. 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 pupil work is as follows:

- Microsoft Office 365 will predominately be used for pupils to submit work. This may be with Apps such as TEAMS in assignments, FORMS or ONENOTE
- Feedback may be given verbally by the class teacher in a Live lesson, or voice recorded. It may be shared as written feedback via an Office 365 App.
- The feedback will not necessarily be individualised, but should provide a check that the students are able to do the work set and have grasped key learning.
- For Year 10 and 11 we monitor them more regularly. For example, requesting a piece of work to be submitted every week if appropriate but you we will not always provide individual feedback. However, pupils should receive some form of individual feedback in a four-week period.
- Year 12 and 13 will vary between subjects.

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 in the following ways:

- A parental support section has been set up on our website with guidance for families about remote education.
- Guidance has been produced and shared with all students about learning support when working from home, which encourages students to make use of technology such as Immersive Reader
- <https://lggs.s3.amazonaws.com/uploads/document/support-for-students-working-from-home.pdf?t=1609930664?ts=1609930664>
- The SENCo will regularly check in with pupils with special educational needs and disabilities during periods of self-isolation and school closure.
- Learning Support staff who work with pupils who have a EHCP will continue to support them remotely and attend online lessons with them, where appropriate.

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?

The same approaches to attendance, pupils accessing learning shall be as above. The difference may be that pupils self-isolating shall, in some lessons be able to remotely join a Live lesson, (or part of a lesson) with class in school via Teams.

Individual pupils self-isolating will access their normal timetable and thus, a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

Learning Mentors shall make regular contact with self-isolating pupils to support their remote learning and monitor engagement with learning via LGGS Virtual School.