SECONDARY REMOTE LEARNING PROVISION
Information for Parents

Named Senior Leader responsible for the quality and delivery of remote learning: Liz Wren (Assistant Headteacher: Learning & CPD)

In addition to this summary document, parents and pupils are kept up-to-date with our provision through regular communications. Please also see our accompanying range of key documents on the website:

- Secondary – Covid-19 updates for parents/carers:
  https://www.roundhayschool.org.uk/secondary-school/covid-19-updates-for-parents-carers/
- Sixth Form - Covid-19 updates for parents/carers:
  https://www.roundhayschool.org.uk/sixth-form/covid-19-updates-for-parents-carers/

1) The remote curriculum: what is taught to pupils at home

From the first few days of remote learning, will my child be provided with broadly the same curriculum as they would if they were in school?

We provide the same curriculum remotely as we do in school almost entirely. However, we have needed to make some adaptations in some subjects. For example:

- The scheduled change of subject on the Year 9 carousel has been postponed until February half term. Challenging and interesting independent projects have been set by teachers of those subjects. (Media, Drama, H&SC, DT, Art). This will be reviewed in light of government lockdown updates.

- Instead of core PE, pupils are encouraged to maintain an active and healthy lifestyle through suggestions of activities and challenges.

a) Remote teaching and study time each day

All pupils are expected to follow their daily timetable. This will be affected by the number of live lessons they have and how they and their family are managing any shared devices. They may need to complete their independent remote learning outside of their timetable times.	
KS3 Pupils	As per a pupil's usual timetable; 5 hours per day plus home learning tasks (homework). Pupils have a mix of weekly live lessons (one with their Form Tutor / character education to start the week); in their core subjects and MFL, alongside independent work via Microsoft Teams. Year 9 pupils who have started a qualification also have 1 live lesson per week.
KS4 Pupils	As per a pupil's usual timetable: 5 hours per day plus revision / homework. Year 10 – Each subject delivers live lessons at various times during the two-week timetable (see table below for more details). At all other times of the week, pupils access independent lesson resources via Microsoft Teams. *(see table below)* Year 11 – Live lessons take place each day and follow the pupil's timetable. All lessons are delivered via Zoom. Pupils are required to access lessons as per their normal timetable (3 double lessons each day).
KS5 Students	As per a student's usual timetable plus homework / independent study up to 4 hours per week per subject.

Subject	Teaching Allocation (periods per fortnight)	Minimum Requirement (approximately 50% of lessons)
Maths	10	1 live interaction per week
English	8	1 live interaction per week
Options	6	1 live interaction per week
Science	4 (for each Science	1 live interaction per week

b) Accessing remote learning

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

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How we issue or lend laptops to pupils and where parents / carers can find more information.

Families who do not have a suitable device are asked to email:

secondary@roundhayschool.com (for Years 7 to 11) or
sixthform@roundhayschool.com (for Years 12 and 13)

Devices are limited and so, at times of high demand, allocation will need to be prioritised. If/when a device becomes available the family will be notified and delivery or collection will be arranged.

How we will issue or lend devices that enable internet and where parents / carers can find more information:

The Department for Education has negotiated an offer with some mobile networks to increase the data allowances of households who do not have access to a fixed broadband connection and cannot afford additional data for their devices. Families who meet the criteria, and have a device on one of the participating networks, can complete an application form at https://tinyurl.com/y4m6yr44 to enable the school to submit a request on their behalf. Where families meet the criteria but cannot benefit from the scheme they should email the addresses above to see if the school can provide a router or dongle.

How pupils can access any printed materials needed if they do not have online access:

Heads of Year and the Inclusion Team (see section 3) put together work packs for those pupils we cannot prioritize with the next available device. These are delivered home or can be collected. SEND pupils have access to provision outlined in their EHCPs through personalised resources in their work packs.

How pupils can submit work to their teachers if they do not have online access:

Invariably the pupils do have access to a phone and so can email a photo of their work to their class teacher. STaR marked work, as per our school marking policy, is collected or brought into school by a pupil, parent or carer.

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c) How will my child be taught remotely?

Our main digital platform for remote learning is Microsoft Teams and this is used consistently across the school (see instructions and top tips emailed home and, on the website). Live lessons are accessed using Zoom (see instructions emailed home and on the website).

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

- PowerPoint presentation with clear, scaffolded explanations of tasks and success criteria.
- Teacher narrated PowerPoints.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) delivered by Heads of Year.
- Textbooks and reading books pupils have at home.
- Longer term independent projects in some creative subjects e.g. Art and DT.

Regularly used home study platforms and information are listed below:

- https://www.doddlelearn.co.uk/app/login
- https://www.gcsepod.com/
- https://vle.mathswatch.co.uk/vle/
- https://www.mangahigh.com/en-gb/
- The Science department uses Seneca - https://senecalearning.com/en-GB/ and your child knows their logins, which are shared by individual class teachers.
- For additional work, Oak National Academy is also a valuable resource - https://www.thenational.academy/ – recorded lessons and activities.

Additional work on the school website reached by following this link:

https://www.roundhayschool.org.uk/wp-content/uploads/2021/01/2021-01-08-Additional-Remote-Learning-Resources.pdf

2) Engagement and feedback

Expectations for pupils' engagement with remote learning:

All pupils are expected to engage with the provision outlined above in Section 1a and 1c, according to year group approaches, which are shared regularly with them.

Expectations of parental support, for example, setting routines to support the child's learning:

We have shared Top Tips and expectations by email and text, for example, guiding the child to:

- get up, have breakfast and get dressed for the day ahead;
- check their emails at 8.20am each day, for live lesson links (and check Microsoft Teams regularly);
- follow their school timetable;
- complete some work on paper or in their exercise book, to avoid over use of devices;
- work at a table or desk, not on their bed, if possible;
- move around regularly and take daily exercise, if possible;
- be in contact with friends and share experiences of remote learning;
- talk to a parent/carer about what they are working on, if you can;
- email a teacher if they have any specific questions. (Teachers will respond when they have the time)

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

How, and how often, you will check pupils' engagement with remote learning and what action will you take where engagement is a concern, including how you will inform parents and carers?

At all key stages, attendance to live lessons is recorded on SIMS. The safeguarding team will be in close contact with parents / carers and / or social workers of vulnerable children.

KS3 – Absence from live lessons is monitored and actioned by Form Tutors, Heads of Year and the Leadership Team. Engagement with independent remote learning is monitored by class teachers, with a particular focus on the half termly StaR marked piece of work, in line with the school marking policy. H codes are assigned for non-completion of work. Where there are any concerns about work completion or engagement, parents are contacted by email or phone to discuss how to support their child, e.g. a meeting in school to reinforce expectations.

KS4 - Registers are checked regularly throughout each day and parents are contacted if a pupil has failed to access a live lesson. The initial phone call is used to establish if a pupil has had an issue accessing the live lesson e.g. Wi-Fi, accessing relevant zoom links. Further advice with regards to accessing live lessons is given.

The non-completion of key tasks is recorded. The Year 11 Team contacts those pupils who fail to submit work on time, checks if there are any issues and set new deadlines. Where there is

an issue with a piece of work directly linked to a coursework task, class teachers contact home in the first instance and offer guidance and support where needed.

At KS3 and KS4, positives are awarded to those pupils who are attending live lessons and who are completing work on time.

KS5 – The Sixth Form Attendance Officer follows up any absence each lesson with pupils / parents and this is followed up in-line with our Attendance Policy. Lack of engagement with work set is recorded using a monitoring spreadsheet and concerns addressed with pupils / parents by the Sixth Form Team / Tutor team weekly.

b) How will you assess my child's work and progress?

The methods you will use to assess and feedback on pupils' work:

- Verbal feedback will be a high priority in live lessons – both verbal and in the Chat function.
- In all remote learning set, there will be a range of feedback methods, including self-assessment activities; online platforms that provide pupils with instant feedback on lesson activities and using the Microsoft Teams Assignment function in real time. The school's marking policy will still apply.

How often pupils will receive feedback on their work:

- Dependent on the nature of the work and type of feedback, acknowledgment of work will be at the teacher and department's discretion according to their subject time allocation.
- STaR marking, in line with the school's marking policy, is completed once a half term across all key stages.

3) 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 learning?

How we work with families to deliver remote learning for pupils with SEND:

SEND pupils will have access to their relevant curriculum through planned lessons set by class teachers either delivered by Zoom or available through Teams. TAs are supporting pupils by joining their online lessons where required and facilitating their access to the subject matter following some of these sessions.

Pupils have access to provision outlined in their EHCPs through personalised resources in their work packs, Zoom sessions and/or phone calls home. Where possible staff are delivering interventions as stated in their EHCPs and Individual Provision Maps. We are also conducting pupil voice activities and mentoring sessions that are delivered by members of the inclusion team.

Pupils have access to online learning platforms including assistive technology to support them to access their work remotely.

We are maintaining good home school communication to address areas of concern highlighted by pupils and parents. Monitoring systems are in place in school to identify pupils who are struggling to access work and these are being followed up by designated members of staff. We are continuing to work with external agencies to ensure provision is being offered and we will ask them to become involved if necessary following the usual graduated response process.

4) Remote learning for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote learning differ from the approaches described above?

Self-isolating pupils will complete work set on the centralised year group Self Isolation Team and/or individual class Team, and keep in contact with teachers by email. During national lockdown, self-isolating pupils can access live lessons at home through Zoom.

25 January 2021