Remote education provision at NHGS: information for parents

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home or a national lockdown is enforced and schools are closed (apart from to Key Worker and Vulnerable children).

For details of what to expect where individual students are self-isolating, please see the final section of this page.

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

From day one of remote education, NHGS students can expect to receive work in line with their regular timetable via the Google Classroom. Appropriately challenging work, very much in line with the regular curriculum, will be posted at least 15 minutes before the start of the regular lesson time. Students will be expected to complete the work and submit evidence (if instructed to do so) via the Google Classroom to their teacher within 1 hour of the lesson finishing. Students can use their school Gmail or the stream on the Google Classroom to communicate with teachers, ask questions or flag up any difficulties they are having.

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?

Fundamentally, we teach the same curriculum remotely as we do in school, wherever possible and appropriate. However, we have needed to make a few adaptations in some subjects. For example, there are some topics that do not lend themselves to be studied remotely. The complexities surrounding the delivery of Relationships and Sex Education is one such case.

Where possible we have reorganised the curriculum so that topics which are difficult to teach/harder to learn remotely, have been left to a later date. As lockdowns and bubble closures continue further into the academic year, this will become more difficult and teachers may have to deliver these topics remotely to ensure curriculum coverage.

The other instance where the curriculum offer may differ for remote education is in the completion of practical elements of certain subjects. Without the necessary equipment and facilities it is not possible for students to complete certain activities. In these instances, students may be asked to complete a more theory based activity. For example, in Design Technology GCSE, students at home may not be able to work on the design and make task for their NEA (Non Exam Assessment), however they could work on the theoretical development of this.

Overall the curriculum offer for students learning remotely is largely the same as that for

those in school.	

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 students broadly the following number of hours each day:

Secondary school-aged students not working towards formal qualifications this year	5 hours
Secondary school-aged students working towards formal qualifications this year	5-7 hours

Accessing remote education

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

All students have a Google account. This gives them access to Gmail (for email) and Google Classroom for academic work. Teachers have created Google Classrooms for all groups they teach, therefore every student will be able to access work alongside their classmates via the Google Classroom. Students will need to log on at the appropriate time and access the relevant Google Classroom to see the work set.

Some departments are using Kahoot and Seneca as an aid to learning and assessment - these are mostly quizzing platforms that give instant feedback to students about their attainment. Teachers will share links via the Google Classroom to relevant quizzes that they wish the students to complete.

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

The school has been allocated a relatively small number of laptops by the government that students can apply to borrow if they do not have access to a laptop or computer at home. These can be applied for by email to d.wood@nhgs.co.uk who will make contact to

arrange a suitable time for the laptop to be collected from school reception. The school has lent students its own laptops and other equipment to make good the shortfalls in government provision.

Students who are eligible for Pupil Premium can have access to laptops, chromebooks and/or printers acquired through Pupil Premium funding. These students can apply to borrow one of these in the same way as above.

If there is an issue with connectivity, the school will help by, for example, providing a dongle for the duration of the school closure.

Students struggling with online provision may be provided with hard copies of resources to help them better access the work set. They should liaise with school if this is required and suitable arrangements will be made.

Learning packs of printed materials can be provided on request to students who need them. Completed work can be delivered to school reception by hand or posted. Please mark clearly which teachers all pieces of work should be given to for assessment/marking.

How will my child be taught remotely?

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

Students can expect to receive as wide a range of remote learning and teaching strategies as they might do in the classroom. The variety is important to maintain student motivation and foster independence, as well as to consolidate prior knowledge.

Students will receive digital presentations (Powerpoint and Google Slides) to work through independently, pre-recorded videos where new learning is explained by expert teachers and Google Meets where "live lessons" will be delivered to classes. Teachers will use a range of these strategies depending on the nature and purpose of the learning. No one strategy will be more or less prevalent, and the balance of all three is an important feature of our remote learning offer.

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?

Students are expected to be working remotely in line with their usual school timetable - a remote learning day should be treated as a regular school day as far as is practicable. Students should log onto the relevant Google Classroom and attempt the work set at the designated time. Students can communicate with teachers via the Google Classroom stream or Gmail if they need further support. If students are unable to complete work in good time they should email their teacher directly and explain their difficulties. Google Meets may be offered during the school day and, wherever they are offered, students should make every effort to attend.

Parents can help support this process by ensuring their child has a quiet space to work in and access to an internet connection; by encouraging their child to treat the day(s) of

remote learning similarly to days at school (getting up, dressing and preparing for the day before the first lesson and ensuring they are fully ready for a day of learning really helps cement the routines which are important for successful remote learning). Students should also take regular breaks (preferably in line with the school timetable) and daily exercise is strongly encouraged.

Timings for the current school day:

Form time	8.25am - 8.40am (students will be informed if needed for form time)
Lesson 1	8.45am - 9.45am
Lesson 2	9.50am - 10.50am
Break	10.50am - 11.05am
Lesson 3	11.05am - 12.05pm
Lunchtime	12.05pm - 12.50pm
Lesson 4	12.55pm - 1.55pm
Lesson 5	2.00pm - 3.00pm

We have the Google Classroom email address: googlesupport@nhgs.co.uk for parents experiencing any technical difficulties with the set up of remote learning at home. Our IT department will respond with advice and support as appropriate.

The following article may be of benefit in supporting your child's remote learning: https://www.sec-ed.co.uk/best-practice-ezine/lockdown-teaching-and-learning-a-quick-guide-for-families-remote-education-coronavirus-pandemic/233761/307570/?utm_content=Lockdown%20teaching%20and%20learning%3A%20A%20quick%20guide%20for%20families&utm_campaign=SecEd21Jan21&utm_source=SecEd&utm_medium=adestra_email&utm_term=http%3A%2F%2Fwww.sec-ed.co.uk%2Fbest-practice-ezine%2Flockdown-teaching-and-learning-a-quick-guide-for-families-remote-education-coronavirus-pandemic%2F233761%2F%24AMF_FIELD_mab_userid%24%2F

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

Teachers are encouraged to use the SIMs reporting system on a daily basis to identify students who are engaging positively with remote learning. They are also asked to record any students who are not engaging or whose standard of work is not as expected. Please see any initial behaviour comments as a "nudge" to communicate with your child about the work they are doing and identify any barriers to success.

The log of both achievement and behaviour comments will be looked at by Department Leaders, Heads of Year and the Leadership Group on a weekly basis. Students receiving a high number of achievement comments are performing well and in line with

expectations. If any students are causing particular concern, the parent or guardian will be contacted directly. We wish to unpick any issues and will offer support to all students to access every aspect of the remote learning curriculum. Parents and guardians play a vital role in encouraging their child's motivation and commitment to their learning whilst working remotely.

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 children. 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 student work is as follows:

Depending on the remote learning strategy being deployed by the teacher, students can expect feedback via a range of methods. Verbal feedback will be possible via Google Meets which is why students are strongly encouraged to participate in these learning episodes. Assignments set via the Google Classroom allow for written feedback and marking on google docs; students can submit work and receive feedback on multiple occasions via this method. Shared google docs with the teacher can be used to improve and finesse submissions - student(s) and teacher working together. Teachers may use email to communicate with individual students about their progress. The stream or class comment option may be used by the teacher on the Google Classroom to offer whole-class feedback to the group about a piece of work. Through Kahoot and Seneca, students will get instant feedback on attainment in quizzes. Students should expect to receive feedback via these methods in line with our current marking and assessment policy.

Additional support for students 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 students, for example some students 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 students in the following ways:

We are in regular contact with all parents/carers of students with SEND, checking regularly that their child / children are accessing the curriculum. Where necessary we seek advice from external agencies / specialist services eg Visual Impaired, Hearing impaired, ASD outreach and CAMHS. Where appropriate these specialists will work with parents on an individual basis.

For those students who have processing difficulties and therefore require more time to complete work, we remind staff of their needs so that they are not penalised.

For those students who are struggling with the Google Meets, we will, capacity permitting, endeavour to join the class in order to support the individual(s).

On rare occasions, we will modify a student's timetable focussing on the core and foundation subjects or those to be taken as option subjects. For students who really

struggle with self-directed learning, we telephone individuals 2-3 times a week to help with organisation.

Remote education for self-isolating students

Where individual students need to self-isolate but the majority of their peer group remains in school, we will attempt to maintain remote education as described above . However, there are further challenges of teaching students both at home and in school which should be taken into consideration. Teachers will do their utmost to maintain high quality provision for all.

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

Remote education for self-isolating students will take very much the same form to that described above; we will attempt to maintain our curriculum offer. The Google Classroom will be the predominant platform for students who are self-isolating, accessing it in line with their regular timetable. Work should be submitted via the Google Classroom at the teacher's request to ensure academic standards are maintained. Students may be invited to Google Meets via a "blended learning" technique where the teacher delivers to those in the classroom whilst simultaneously "streaming" to those at home. Self-isolating students will be able to interact with their teacher and peers "live" and be asked questions and answer questions in this instance. Recordings of these lessons will be made available (where possible) on the Google Classroom for any student who is ill or unable to attend.