

Remote education provision at Goldwyn School and Sixth Form: Information for Parents – January 2021

The information below is broad guidance valid across all four sites in Goldwyn School. Specific information can be found for each Centre at the end of the document.

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

In the immediate days after the student has been sent home, advice will be given to the parents and students about accessing the relevant areas where they can find the remote learning platforms; this will, wherever possible, mirror the work they are missing in school. Usually this will be completed on the schools designated e-learning platforms, such as SharePoint, but can include hard copies of work sent home with the pupils.

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 aim to teach the same curriculum remotely as we do in school, wherever possible and appropriate. Student timetables will include sessions designed to develop social skills, encourage participation, celebrate success and build confidence. Students will have at least 2 individual pastoral / mentoring sessions with their keyworker / tutor.

How long can I expect work set by the school to take my child each day?

Broadly between 3-5 hours a day, which will incorporate pastoral support sessions as well. Tasks set will be varied and will comprise of group and individual tasks. Live sessions will be timetabled to allow time for movement breaks in between. Students work at different rates, and there may be circumstances that impact on the amount of time a student has to do their work on a given day. If you have any concerns regarding the amount of work provided, please discuss with your child's keyworker/tutor.

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

The first way of accessing live online lessons will be via Zoom or Teams, depending on the site your child attends. If these sessions are missed for any reason, every student will have access to the lesson resources via the school SharePoint. Both live and planned sessions will be supported through access to the following platforms:

- Active Learning - Maths and Science
- Timetables Rockstars – Maths
- MyMaths – Maths
- Teaching Gadget - English
- Read Theory – English
- BKSB – English and Maths - skills
- Kerboodle – Maths and English
- Pearson Online – Science
- Sam Learning – Cross curricular

All students and their families will receive on-going pastoral and tutor contact to resolve any issues. Amended personalised timetables may be devised where the above is not being accessed.

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

We have tried to ensure all students have access to online learning. Parents requesting IT support should contact the Centre Teaching and Learning Lead. Wherever possible the school will loan devices where access at home is not available. Students can have printed materials if they need alternative access. These can be requested during the pastoral calls or with specific subject teachers. This work can be delivered, and/or sent with stamped address envelope to return work for assessment. Individual plans can include reference to relevant TV programmes such as BBC Learning, or similar provisions, which do not depend upon internet access. Where all other options have been exhausted provision can be offered in school where capacity allows.

How will my child be taught remotely?

- Live teaching (online Zoom/Teams lessons) with support from Teacher and Assistant
- Access to SharePoint for planned and recorded resources with back up support from school staff where necessary
- Personal passes for sites already highlighted and other resources such as Oak National Academy lessons
- Printed paper packs produced by Teachers (e.g. workbooks, worksheets)
- Textbooks and reading books with specific learning objectives, and work to be completed set by Teacher
- Websites or Apps supporting the teaching of specific subjects or areas, including video clips or interactive materials
- Pastoral support to meet SEMH needs
- Weekly tutorials with Class Tutor to evaluate and assess progress and plan for the following week
- Via telephone, where individual teaching advice is needed
- Blended learning approaches where students continue to access offsite or school resources

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We expect and hope all students engage in the home learning curriculum offered every day. However, we understand that there are many reasons why that may be difficult at times. Our regular contact with students and families is aimed at helping overcome any difficulties.

We understand that this is a difficult time for everyone, and anxiety levels are likely to be higher than normal. We ask that you try to balance your child's educational and emotional needs in a way that does not put additional pressure on your family at this time.

Working from home can be difficult for adults, as well as children, to adjust to. Some students will struggle with the concept of doing 'school work' at home. Initial struggles don't mean it won't work but that they (and you) need time to adjust to the new home learning routine.

Discussion with staff who have had the same challenges with supporting their own children with home learning may be helpful, so please don't feel you should struggle alone with this. Some simple ways to support your child with home learning:

- Try to check your child knows how to access the work they are given
- Encourage and reward their participation so that it becomes a positive experience and not a point of friction in the home.

- Some students will love learning at home and prefer it to having the distractions of peers, and others may feel less confident working more independently
- Please don't worry if it takes a little bit of time for your child to become used to this different way of working. When they get into the routine of home learning, they will be proud of their independent learning achievements
- Working remotely can be intense without the natural pauses that occur during lessons and throughout the normal school day. Movement and refreshment breaks will help break up the learning and provide energy
- Don't worry if your child's motivation and concentration vary from one day to the next. Let them have a break and try again later in the day, or even the next day. We understand that no one is going to be performing at 100% all of the time

All students will have regular pastoral sessions whereby pastoral and teaching staff will talk with parents and students about the timetable, access and engagement. These conversations will highlight any issues, and work in partnership to develop the most effective offer for each individual student. Where pupils are failing to access teaching successfully, then alternative approaches can be developed and put in place including access to on-site learning if thought to be the most effective way forward. The extent of this pastoral offer is embedded in the overall hours of remote learning offered as part of the SEMH curriculum.

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

Access and engagement is evaluated by the Teacher and support staff during the lesson and whether any alternative or additional work is being completed. Any concerns will be raised during the pastoral or teaching and learning calls, or if more significant, by an immediate call. We have developed detailed Teacher recording systems that allow us to analyse the quality and quantity of work being undertaken. Senior Leaders will 'drop-in' to live sessions and work monitoring activities will continue to take place as usual.

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

Sessions will have clear, identified learning outcomes assessed by:

- Self and peer assessment
- Verbal questioning and checking understanding
- Online questionnaires and quizzes
- Chat Rooms
- Written work through email exchange and sharing on Zoom/Teams

Weekly phone calls with students to assess access, engagement, and progress.

How will you work with me to help my child who needs additional support from adults at home to access remote education?

Our approach is very much holistic in terms of meeting the combined learning, emotional, social and health needs of the students. As such, although the day-to-day subject learning is prioritised, the support to ensure their social and emotional well-being is equally important. That is why we have high levels of pastoral support in place for the students and their families, who can then also access specific support if necessary. This might include the inclusion of external agencies for individuals or for specific circumstances. The partnership model of working with families and others is the focus of successful remote learning for all students.

Each Centre will have their own processes that parents use and are aware of to enable quick contact and support if necessary. Goldwyn has created an index of county-wide resources of agencies and training that parents may find useful. Pastoral staff can sign-post appropriate support and parents can browse the school's website for further information.

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

Work will be set and overseen by class teachers and include:

- SharePoint lessons activities
- Selected learning platform activities
- Online lessons e.g., Oak Academy or pre-recording YouTube materials
- Regular feedback calls

The following rationale for each Centre is outlined below to show the different approaches based on the provision.

Goldwyn Ashford

We are confident that our planned provision addresses the needs of our pupils and makes realistic demands upon our Teaching, LSA and Pastoral Staff. We are adopting a Zoom lesson approach as this affords us the opportunity to support the emotional well-being of pupils through interactive face to face lessons and allow pupils to access the recorded materials at different times. Our Key Stage 4 Teaching and Learning focus will be on collating GCSE BTEC evidence modelling work and giving appropriate feedback and guidance. Our pastoral support is comprehensive and works hand in hand with the Teaching and Learning.

Goldwyn Folkestone

Staff are offering a wide range of access to learning for all students. Students on and off-site have access to the same curriculum offer. All students have access to live interactive lessons, for those who feel unable to join the lesson, content is available to access at any time. Where students prefer to work on hard copies, paper copies are sent by post. Alternative curriculum students can continue to access tuition virtually. Vocational and foundation subjects are also being delivered, with two Tutor Time and one Assembly lesson per week. We endeavour to offer all students the ability to continue to access their education regardless of preferred remote learning style. Regular Goldwyn Folkestone Team Meetings will ensure that an overview of each student is maintained, encompassing both learning and well-being. Pastoral staff will continue to maintain positive relationships with families to support students remotely. Concerns will be highlighted through DSLs. We are committed to ensure communication is central to our offer to maintain an individual approach to wellbeing, learning and personal development for Goldwyn Folkestone students

At **Goldwyn Plus** staff have dedicated time and effort to ensure that all students are familiar with every part of our remote learning offer should we need them to access it. We find Microsoft Teams to be the right platform to give Goldwyn Plus students the time and attention they need both academically and pastorally from the staff. All staff are actively engaging with students on a day-to-day basis, whether it be in the form of phone calls, emails, texts or video lessons. With all staff successfully offering live lessons, students are continuing to get a wide variety of subjects to increase engagement and stimulation.

Goldwyn 6th Form

Are adopting a blended learning model to ensure all students have access to vocational learning and are able to complete practical, paper based and online assessments, under supervision, as required by Awarding Bodies.

English and Maths moved online to reduce transitions around the building, number of staff on site and number of students per session, facilitating more intensive learning support, with students grouped according to working level. Onsite provision for Functional Skills exams will be made, where possible and appropriate. All students accessing similar hours of learning in line with published timetable. Most vocational students are in Year 13 and due to transition to mainstream college or employment at the end of the academic year. Sustainability is key to securing identified outcomes and completing vocational qualification, due to hours of study required.