Clitheroe Royal Grammar School

Remote Education Provision: Information for Parents and Carers January 2021

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

This is based on the template provided by the DfE (January 2021) and should be read in conjunction with:
- [CRGS Remote Learning Policy](#)
- [CRGS Remote Learning Standard](#)

The following video guides also provide further information:
- [An Introduction to Remote Learning at CRGS](#)
- [Remote Learning: Wellbeing and Safety](#)
- [Remote Learning: Support and Expectations](#)

All of the above are available on the [Remote Learning section](#) of the school website.

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

The Remote Curriculum: Will students be taught broadly the same curriculum as they would if they were in school?

As we are now fully prepared for remote learning, we are able to commence remote learning immediately if an entire year group or "bubble" is receiving remote education.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, teachers may make some adaptations in some subjects. For example:
- practical work in technology subjects may be different since students will not have access to specialist facilities
- activities for PE may be focused on well-being and physical activity which can be carried out individually at home
- activities for Music will not involve the normal practical activity which would take place in the classroom

Remote teaching and study time each day: How long can I expect work set by the school to take each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly five hours each day (for students in KS3 and 4) with more set for students in exam years, and at Key Stage 5. In Key Stage 5 there will be a larger degree of independent study to reflect the fact that A-level students would normally be doing a significant amount of independent study to support their timetabled curriculum time.

Accessing remote education: How will students access any online remote education?

Our preferred platforms are Microsoft Office 365 (including Teams) and Edmodo. Videos explaining how to access Teams from various devices are available on the Remote Learning page of our website. Students should check their school email regularly and only use this email address when contacting their teachers.

If students do not have digital or online access at home, how do we support them to access remote education?

- We do our very best to provide any student without access to a suitable device with a laptop or tablet
- We offer any student without access to an appropriate internet connection or without an appropriate place to study the opportunity to attend our CRGS+ provision which operates on both sites
- If students require access to printed materials these can be posted to students on request
- In all of the above instances, students or their parents / carers should contact mainschool@crgs.org.uk or sixthform@crgs.org.uk as applicable
- In addition, Sixth Form students are able to request access to resources from the Library by emailing k.pulman@crgs.org.uk

How will students be taught remotely?

Our Remote Learning Strategy was developed to ensure that the most appropriate and innovative approaches are utilised as effectively as possible to continue to give young people the same opportunities to develop and make progress whilst learning remotely. Research has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:
- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (The Education Endowment Foundation). Where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress (DfE Remote Education Good Practice, October 2020).

We aim to deliver a high-quality curriculum so that pupils know more and remember more. Like the classroom curriculum, it needs to be carefully sequenced to ensure that pupils obtain the building blocks they need to move on to the next step.

All departments have developed their own bespoke model for remote teaching that includes:
- Online platforms such as Edmodo and OneNote, which can be used to draw tasks and resources together in one place
- Use of recorded video or screencasts (narrated PowerPoints), recorded using software such as OBS
- Live interactive sessions using Microsoft Teams; the Q&A and Chat functions allow real-time feedback
- A Lead Lecture in a webinar format (eg using settings on Teams), followed by a Question and Answer session
- Activities using interactive tools such as Socrative or Quizlet which allow for formative assessment
- Printed learning packs and access to CRGS Moodle
- Online resources/subject-specific resources such as BBC Bitesize, Oak Academy, MyMaths
- Visualisers - useful for modelling answers, especially where calculations and/or diagrams are helpful

Engagement and feedback: What are our expectations for each student's engagement and the support that parents and carers should provide at home?

We are committed to working in close partnership with families and recognise that each family is unique. Because of this, remote learning will look different for different families in order to suit their individual needs.

Parents can help by encouraging students:
- to develop an effective routine to check and complete the work in a timely manner, whilst ensuring that they take regular breaks to relax and spend time doing activities away from the computer as they would in the normal school day
- to think carefully about the feedback they have received to ensure they progress well
- to explain their learning, helping them to embed new learning and link with previous knowledge, understanding and skills and to consolidate their learning through retrieval practice
- to set short-term goals and to self-evaluate their progress regularly

All students have signed an 'Acceptable Network and Internet Use Statement' which includes e-safety rules and this applies when young people are working at home.

We recognise the importance of dialogue between home and school. We hold virtual Parental Consultation Evenings when face-to-face meetings are not possible. Any events where parents and carers would be given information or guidance, such as Futures Evening and Year 7 and Year 12 New Parents' Evenings are made available to parents and carers via live and interactive webinars and the recordings made available to parents and carers.

We expect parents and carers of students learning remotely to:
- make the school aware if their child is sick or otherwise cannot complete work
- seek help from the school if they need it
- be respectful when making any concerns known to staff
- act appropriately in the vicinity of live learning, for example, by ensuring language and dress are appropriate

How will you check whether students are engaging with their work and how will parents / carers be informed if there are concerns?

Progress will be assessed in a variety of methods, as appropriate to the subject and key stage of the students:
- Question and answer sessions in online lessons
- Screen sharing examples of students' work (with the students' permission) and providing verbal feedback during the lesson
- Setting assignments in Teams and Edmodo or via email so that written comments can be fed back to students
- For fact-based assessments, online tests/quizzes can be set up in MS Forms, on Socrative, Quizlet or similar which are self-marked. Randomising answers/questions is suggested where the software allows. These can be supplemented by longer answer questions set as assignments to assess more analytical, critical or literacy skills.

All students will receive developmental WWW and EBI (What Went Well and Even Better If) feedback at least once every half term. As far as possible half-termly assessments will take place as usual. These may take the form of:
- Essays, long written answers submitted as part of assignments in Teams/Edmodo or emailed to the member of staff
- Timed tests taken in the online lesson and submitted to the teacher at the end of the lesson.

Individual written comments may be provided on specific assignments. Feedback may be written or verbal but either way will provide clear advice on how to improve. Sometimes whole class feedback can be provided based on results of assessments and quizzes.

What additional support is provided for students with particular needs?

We recognise that some students, for example, students with special educational needs and disabilities (SEND), may require additional support with accessing remote education. We will work with parents and carers to support those students and develop appropriate approaches that work for them on an individual basis

For students with SEND:

- The individual needs of SEND students will continue to be met by the subject teachers
- Any SEND student who requires significant help to access remote learning will be offered a place as part of our CRGS+ provision
- SEND students will be closely monitored by the SENDCO / Inclusion Manager and receive additional welfare checks

We will also invite any student who is struggling to access the curriculum remotely to join our CRGS+ provision. This includes students:

- who are struggling to maintain a routine; short term attendance at CRGS+ can help re-establish a suitable routine
- who are experiencing mental health issues
- who have issues with access to the internet

Remote education for self-isolating students: If a student is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Where individual students need to self-isolate but the majority of their peer group remains in school, remote education is provided which will differ from the approach taken when whole groups are receiving remote education. This is due to the challenges of teaching students both at home and in school. Students who are self-isolating will be kept in parallel with their peers, experiencing a planned curriculum with meaningful and ambitious work each day in a number of different subjects.

Our approach may vary across subjects and key stages and may include:

- Assignments set via online platforms and / or email
- Pre-recorded materials
- Hard copies of materials posted home to students
- Live access to lessons, or key segments of lessons