

## **Wales High School Remote Education 2021**

### **Remote education provision: 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.

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

### **The remote curriculum: what is taught to students at home?**

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

We have planned extensively for a range of different scenarios (see below) and all students who are sent home to work will be provided with remote education, closely connected to the set curriculum in school, from the very first day of absence.

In the case of Sixth Form students, this is highly likely to be their exact curriculum.

#### **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?**

Since April 2020, all teachers in the school have been planning for three possible scenarios: full opening, partial closure or full closure. Full staff training was delivered on this curriculum planning in September, and it has been an ongoing focus for subject leaders and SLT, forming part of our weekly SLT link discussions and departmental collaborative planning, for example. As a result of this, remote learning content will reflect the set curriculum fully, although the sequence of content may be shifted. For example, our Maths department sequenced their curriculum in 2020-2021 to ensure that anything with practical equipment, such as compasses, was covered in term one 2020. This helped to ensure that content more appropriate for remote learning could be moved to later in the year, when the risk of lockdown or high absence rates was anticipated to be higher.

## **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 per day or 6 on a Monday, as per the timetable. It is noted later in this document, however, that this does not necessarily mean it will be that many hours of live, digital teaching.
Secondary school-aged students working towards formal qualifications this year	As above. It is likely that students studying towards formal qualifications will be given extra preparatory work, as required, although we are very mindful of wellbeing and balance.  Where students have to undertake NEA then there will be an expectation of additional, independent research.

In all KS3 and KS4 core subjects, there is a live lesson for each hour on a student's timetable, where students are (at least) able to drop in and ask questions. (This may change as we move throughout a given term of working remotely, as we respond to parent and student voice and use our professional judgement regarding workload for students.)

Almost all KS5 lessons will involve either a live Teams lesson, a 'drop in' Teams session or an email support line. Additional support lessons will be provided, upon request, subject to availability.

## **Accessing remote education**

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

The school's primary information platform is Go4Schools, where families and students can access information such as remote learning deadlines, achievement points related to online learning and the timetable a student will still be following remotely. All KS3 and KS4 remote work set will be on Go4Schools, so this should be a student's first port-of-call.<sup>1</sup> Online lessons

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<sup>1</sup> Some KS5 work will be an extension of class work and differentiated accordingly. If the work is individually set, then this will be by agreement with the student and teacher rather than a central record on G4S.

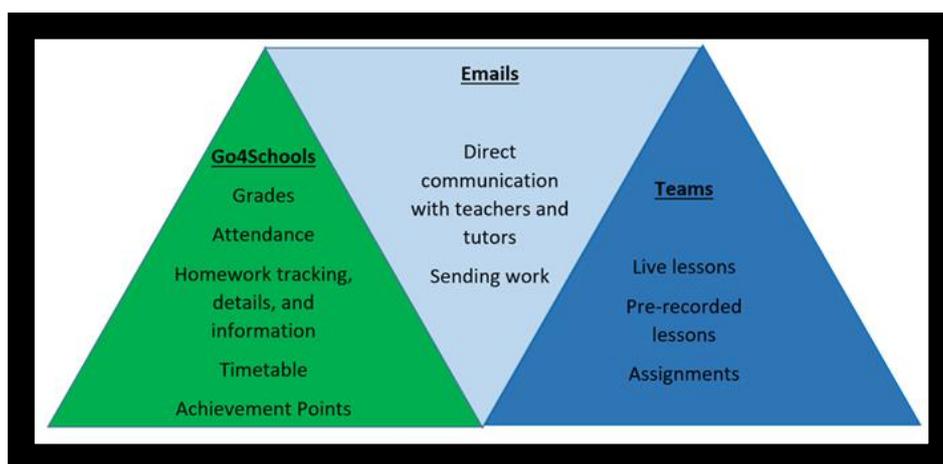
will take place on Teams, where students can access live and pre-recorded lesson content, as well as learning resources and assignments. Students and teachers may also communicate via email, if preferred. For more information, please follow these links:

- Online learning letter for Y7, Y10, Y11, Y12 and Y13: September 2020:

[Online-Learning-Y7-Y10-Y11-Y12-Y13-1.pdf \(waleshigh.com\)](#)

- Online learning letter for Y8 and Y9: September 2020:

[Online-Learning-Y8-Y9.pdf \(waleshigh.com\)](#)



### **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:

- Since the first lockdown, we have published in our bulletins (weekly during school closure) how families can access support if needed. A family's first point of contact will be the student's tutor, who will then cascade this information, if necessary, to Richard Harrison. He can be contacted on the email [rh@waleshigh.com](mailto:rh@waleshigh.com). So far (Jan 2021), we have distributed 106 laptops and 9 4G Wi-Fi devices to students. The school will organise delivery of required equipment to the family home, as appropriate. The families bulletins can be accessed here: [Families Bulletin | Wales High School | WHS](#)
- We are aware that many of our families do not have access to a printer. Many lessons have been tailored to use other resources that do not require printing. Where this has not been possible, departments have contacted families directly, to enquire where a hard copy of a resource is needed (in the case of the year 7 English poetry anthology, for example) and organised that this be delivered to the student's home. Our pastoral teams are also in regular contact with families, where this is known to be an issue, collecting the completed work from the homes so feedback can be issued.

- Where families have alerted the school that they do not have online access, pastoral teams are in regular communication via telephone or socially-distanced contact, to ensure that students have what they need.
- In extreme circumstances, it may be that, if a family is unable to access remote support, we will class this child as vulnerable and, following government guidelines, will ask them to learn in school.

### **How will my child be taught remotely?**

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

- Live and pre-recorded lessons on Microsoft Teams
- Assignments (often set on Teams or Class Notebook) with feedback for students to respond to
- Physical work packs and reading books (please see section above about sending resources home)
- External, subject-related websites, such as Seneca and Kahoot for quizzing, and Dr. Frost for Mathematics.
- Where appropriate, project-style and research tasks.
- Occasionally, links to externally sourced remote teaching, such as Oak Academy or BBC Bitesize lessons (although these are infrequent compared to our bespoke curriculum offer).

As a school, we are mindful that we want to provide the highest quality education possible for all of our students, but, equally, we are determined to avoid a system which allows students to stare at a screen for five hours per day. We have therefore advised our staff to take a holistic but progress-driven approach to their online teaching. Generally, this involves a combination of synchronous (live) and asynchronous (involving set tasks and interaction between student and teacher beyond the timings of a set lesson) approaches. A student who has four hours of English per week, for example, may access two live lessons that week and also submit some remote learning tasks with personalised feedback. A teacher who has set a remote task will be available for support either on Teams live chat or via email. A live lesson may not incorporate the full hour but may instead involve short demonstrations followed by guidance. Variety, and a detailed knowledge of what each student and cohort needs, are key considerations.

## **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?**

We realise that this is a challenging time for everyone, and we want to support your child and keep you informed in the same way as we would if they were in school; Go4Schools plays a vital part in this. All teaching staff record attendance at live lessons, and the submission of remote learning, and this is then tracked carefully by tutors and pastoral teams. Similarly, when a student does not attend a lesson or submit remote learning, this is also tracked, but these instances carry a 'neutral' value and do not impact negatively on the child's behaviour points; they are more an indicator to subject teachers, tutors and pastoral teams that the student will need support. (For example, we recognise that siblings may be sharing devices, and would not want to disadvantage a child because of that; in such instances recordings of lessons can be viewed afterwards.) Families receive a weekly email which informs them of their child's G4S points, and families can log into their parent account and view the logs at any given time. Expectations and advice regarding this are shared regularly through our family bulletins, and families are encouraged to contact subject teachers where there is a concern.

While working remotely, students can receive positive logs for the following events:

**independence; outstanding homework; attending a Teams lesson; academic achievement; attending tutor group; excellent effort / ATL; home learning deadline met and remote learning submitted.** To help support at home and identify concerns quickly the following logs are also used by staff: **communication concern/no reply to email; remote learning not submitted; Teams lesson not attended; remote tutor group not attended and disruption to Teams lesson.**

As KS5 students operate under a different rewards system, with no negative or positive achievement points; staff will record non-attendance, without reason, at a lesson. They will make contact via the student, in the first instance, and any concern regarding engagement, work ethic and involvement in Teams lessons will be followed up via tutors, subject staff/ leaders or the Sixth Form pastoral team.

We understand that parents and carers have a mammoth task in supporting remote learning, and we are therefore realistic in our expectations. Students have received regular information and intervention, prior to lockdown, regarding how to access remote learning and online platforms, in the form of assemblies, tutor group sessions and ICT lessons. A dedicated email address has been set up and communicated with families to help as a support desk ([g4s@waleshigh.com](mailto:g4s@waleshigh.com)). All advice regarding supporting your child's home learning routine can be found in the family bulletins, but, in brief, it is advisable, where

possible, to provide your child with a quiet place to work and speak to them about what remote learning commitments they have. Encouraging them to plan their time and take regular breaks is important, as well as, if possible, asking them what they have learned on a given day, to help them try to retain the information.

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

- As outlined above, tutors, pastoral teams, subject staff and families can quickly gain an overview of a student's engagement on Go4Schools. A year group overview is examined daily by pastoral staff and families contacted appropriately.
- Pastoral teams will contact students every day, through tutor group-based sessions, whole year group assemblies (to which families are invited) and active tutorial activities; these are shared by the tutor and co-tutor. (This goes alongside our more thorough and established safe and well checks.) We are also passionate about keeping our students engaged in the more social side of Wales. We have hosted our 'Full School Assembly' remotely, as well as a range of educational challenges such as Reading Pit Stops and writing competitions.
- Pastoral teams will follow up non-engagement with an email or phone call in the first instance. In most cases this enables any barriers to be identified and solutions to be discussed. Should the team be unable to make contact by email and phone call, then a home visit will be made.
- At KS5, the student is expected to take responsibility for their own learning to a greater extent. First contact will be attempted via the student.

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

- The regularity of feedback is usually dependent on the timetabled hours of a particular subject, for example a subject with more timetabled hours will feed back to students more frequently than a subject that is timetabled for fewer hours within a given week, because of the volume of work produced.
- A student at Wales can expect to receive regular feedback, but it is notable that 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 teachers regularly incorporate Assessment for Learning (AFL) appropriately into remote lessons, the message being that AFL is more important than ever in a remote learning situation. Our staff have received, for instance, extensive guidance on the use of the Teams chat bar to gauge student understanding as part of a live lesson and, similar to our approach to remote

teaching, we encourage variety in remote assessment. This may take the form of Class Notebook, Teams assignments, Forms, emails and online quizzing platforms such as Dr. Frost for Mathematics (where students receive instant feedback, and the quizzes are closely tied to what students have been learning that week).

## **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?**

More information regarding how we support our students with special educational needs and disabilities (SEND) students can be found by following this link: [Special Educational Needs | Wales High School | WHS](#)

We recognise that some students may not be able to readily access remote education without support from adults at home, and this is not exclusive to those recognised as SEND. 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:

- Assigning a Teaching Assistant to SEND students prior to remote learning taking place. The Teaching Assistant will then assist the SEND student in overcoming any barriers to remote learning. This includes (although is certainly not exclusive to) helping the SEND student contact teachers, communicating regularly with families and providing differentiated work.
- Running a parent support group, who meet remotely to discuss key issues.
- Sending hard copies of differentiated work to families.
- Increased access to ICT, such as laptops and student training on teams and Go4Schools.
- Annual Reviews held remotely or by visiting homes.
- Weekly checks with all EHCP and key students – EHCPs, and those priority students who required additional support to access remote learning.
- TA virtual support provided both in remote lessons and after as tutorials.
- Transition back to full-time education- contact with EHCP families to evaluate how effectively they feel their child has reengaged back into onsite learning.
- Increased Educational Psychologist time allocated and planned to support student needs on returning to school.
- Updates from parents via Student Profile updates to help keep staff informed of SEND need.
- Social activities over lockdown – for instance, online quizzes run fortnightly to allow students the opportunity to interact with one another

January 2021

It is worth noting that many of these interventions are not exclusive to SEND. At Wales, we always take time to understand the student fully and support them in their needs in a bespoke fashion.

## **Remote education for self-isolating students**

Where individual students need to self-isolate, but most 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 students 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 school has a central database of work, aligned with the school's curriculum, that students can be given on the first day of their isolation. This is coordinated through a member of support staff in school (SO), who works closely with Heads of Department to ensure that high quality work is provided. If a student is well, they are expected to complete the set work and therefore progress in line with their peers. (Students who do self-isolate may find that the sequence of their work is slightly different to that of other students, as we have, where needed, restructured curriculum content to enable the most accessible parts of the curriculum to be completed remotely. All students will, however, access the full curriculum and ultimately be able to progress in the same way.)

Increasingly, Wales High School staff have also adopted a 'flipped classroom' approach, where a teacher has live-streamed a lesson in the classroom to students self-isolating at home. In these instances, students have taken part in the lesson and then submitted work in exactly the same way as their peers. Please note, however, that this is not always appropriate, and subject leaders and teachers will always use their judgement in what is best for that child and lesson context. Teams invites will be sent to the student's calendar, as a minimum communication, if this facility is available.

If you would like any more information about how teaching and learning is adapted to remote scenarios, please contact [vb@waleshigh.com](mailto:vb@waleshigh.com).

For technical support in accessing our online learning platforms, please contact [g4s@waleshigh.com](mailto:g4s@waleshigh.com).