

Remote education provision: information for parents

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

We have asked your child to follow their usual timetable from 8.30-2.55. The college day starts at 8.30am with tutor time and students will be invited to attend two shortened tutor times each week on TEAMS. When not attending these, they should use tutor time to check their email which will contain information from teachers inviting them to TEAMS lessons and/or communicating other important information about work. There may be occasions when students need to complete home learning tasks in addition to the learning from lessons but we will only ask them to do this if the essential parts of the curriculum cannot be covered with it or if key assessment cannot be completed without it.

2. How should my child access the online learning?

Your child should check their emails each morning. This will alert them to any online lessons they are being invited to attend. It might also include instructions from teachers who are not doing online lessons. When participating in online lessons, students will be using TEAMS, occasionally STREAM. For periods in the timetable when there is no online lesson, students should access the work for that subject which is stored in the student shared area called Foldr. They can also check the calendar view in TEAMS for a comprehensive overview of their day and week.

3. 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 pupils to access remote education.

We lend laptops to students where we can, prioritising those families who are entitled to Free School Meals. Parents can contact us to be considered for a free laptop, using this email address: remotelearning@wyvern.hants.sch.uk

We send work packs of printed instructions and resources to students who do not have computer access. Parents can request work packs, using this email address: workpack@wyvern.hants.sch.uk

4. How is my child being taught remotely?

We use a “blend” or combination of different learning experiences.

Students will be able to access online teaching which will usually take place as live lessons in TEAMS or as pre-recorded lessons in STREAM. These will provide students with teacher explanations. TEAMS lessons will also provide students with interaction, discussion and verbal feedback.

Students will also be required to undertake some independent work, using the activities that have been set up in the student shared area called Foldr.

5. Why aren't all lessons online TEAMS lessons?

In its guidance to schools, the government recommended that a “blended approach” to online learning works best; this means a mixture of online teaching and independent student work. The blended approach is based upon these ideas:

1. Students’ knowledge is built over time through a combination of teacher explanations and class discussion (which TEAMS can deliver), together with students applying their understanding independently to assignments (which Foldr delivers), taking time to individually process new and old learning.
2. Non-stop teacher instruction is actually an ineffective model of learning and can be demotivating for students who feel they cannot keep up with the pace of it. The blended approach means that students can better control the pace of their day.
3. Without students doing independent work, there is a danger that they become teacher dependent and this will harm the capacity and ability to learn effectively in the future.
4. A mixed diet reduces the risk of TEAMS fatigue that many students might experience from spending long hours in front of the screen. It can also be difficult for students to maintain concentration online for long periods of time. This is also true of teachers too.
5. We need to provide a remote learning experience which is equitable to all students, including those in families with limited devices: they have to juggle competing needs in the household.
6. Staff are not available to deliver the lessons online all of the time: we still have students on site to supervise and are in effect running two schools (one virtual, one on site) with one staff.

6. What should I do if I feel there isn't the right balance between online lessons and independent student work?

Each of your child’s teachers will therefore be setting a combination of online taught lessons in TEAMS and independent work in Foldr. It is not possible for teachers to co-ordinate with all your child’s other teachers on which of them will be doing online lessons on which days. This means that there will be some days when your child has fewer online lessons than others. The most important thing, however, is to track the proportion of online lessons within any one subject over the two-week timetable cycle. We would be more concerned if your child had a tiny proportion of online lessons in one subject than if they had a small proportion on a particular day. In these circumstances, if you are concerned, you should contact your child’s teacher. Similarly, if you are concerned that in a particular subject, everything is TEAMS taught then get in touch with that subject teacher.

7. What should I do if my child is finishing the Foldr work very quickly or finds there is too much to do?

The Foldr work has been set with timing in mind. It is true, however, that some students will complete the tasks in more details than others. If your child is finishing things very quickly, it might be that they are not answering in sufficient detail: perhaps they need to explain their answer properly or give several answers. If they are spending very large amounts of time on it, then they might be answering in too much detail. If you have this concern, ask your child to send in their work to their teacher to give them feedback on whether their work needs more or less detail.

8. How do I contact a subject teacher?

If you wish to contact a teacher to ask them a question about the work (such as questions 6 or 7) and you do not know their email address then use the subject email addresses here and write in the title of the email *FAO Name of member of staff*.

<https://www.wyverncollege.org.uk/contact/curriculum-enquiries/>

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

We expect students to undertake the remote learning that we have provided and follow the timetable as usual. This means your child should be working for approximately 5 hours per day. You can help your child do this by getting them into the routine of being ready to learn for 8.30 and by organising breaks for them to coincide with those on their timetables. Please praise and encourage your child for the efforts they make, the work they produce and reward them as you see fit. Please do remind your child that their work is important and their efforts needed: by doing it, they will not fall behind and will stay on track, finding it much easier to understand the units of work they will study when they return.

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

Teachers will be checking attendance in TEAMS lessons and following up if your child is not joining these. If your child is not able to join the lessons, then they should tell their teacher by email. Individual teachers are likely to email you a concern about non-completion of work or non-attendance although they might phone instead.

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

Feedback takes many forms and does not always mean extensive written comments for individual students. For example, there could be whole class feedback or self-marking quizzes on TEAMS. Individual pieces of work may be marked by staff with comments. Teachers will make clear to students which pieces of work they will be marking. Not all work gets marked – just as it wouldn't if students were in college. Students might be asked to submit key pieces of work using 'Assignments' on TEAMS or they might be asked to submit these by email to their teachers.

12. Who should I contact if I am worried about my child's wellbeing?

Your child's tutor remains the first port of call for any new concerns to be reported. If you have been in contact with your child's Pastoral Leader or Pastoral Assistant on a pastoral issue which is ongoing then please contact them instead. If you wish to report a safeguarding concern then please email enquiries@wyvern.hants.sch.uk

Our website also contains an extensive set of resources on supporting your child's wellbeing:
<https://www.wyverncollege.org.uk/supporting-student-well-being/>

13. How will you work with me to help my child who has special educational needs?

We recognise some pupils 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 look at the provision for those pupils in the following ways:

We will invite all EHCP children to come into college to work rather than working at home. Pupils will be supported by their Year Team TAs in college. Where a student with an EHCP is not able to attend school their Year Team TAs will be in regular contact and will support EHCP students in the live MS TEAMS lessons, subject to staffing availability. Where EHCP students access support from external agencies this will continue remotely, where possible.

We will ensure that children with SEND have regular check-ins, this will be through phone calls and MS TEAMS sessions if necessary, from a member of the LS team, to check on how they are getting on, to identify any issues and to then help them overcome these issues. Teachers, pupils and parents continue to have access to the SENCo and LS Team for support and advice.

14. What can I do if my child doesn't want to do any work?

Every child will be different but here are some suggestions.

1. Try to identify the reasons why this might be the case. Is this due to a wider wellbeing or pastoral issue; if so, please do get in contact with us to let us know and to talk through how we might help.
2. Try to remove distractions e.g. phones, tablets (if not in use for work) games consoles which might be the reason why they do not want to do any work.
3. Agree daily or weekly goals for them and reward them when they meet these.
4. Encourage your child's friends or siblings to encourage your child to participate.
5. Stress that the duration of lockdown is unknown -some seem to be thinking that this is only 6 weeks and therefore ok to opt to not engage. Clearly outline the expectations that the school day/timetable is followed, to remove the mindset that this might be optional and the reason why e.g. significantly behind peers on return if no work is done.
6. Plan the day with students e.g. when to take breaks, reward time; agree rewards with them.
7. Encourage involvement in non-academic college activities e.g. tutor time for the social element of school without pressure to perform.