

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils 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.

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

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

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

Since September 2020, teachers at New Heights Fazakerley have been providing electronic copies of all lessons and lesson materials via Google Classrooms. Therefore, the school is confident that even with short notice, our young people will be able to access and continue to progress the work they started in class.

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 teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, the remote education work set by some practical subjects may be adapted as specialist equipment may be needed (e.g. DT or PE) or on the grounds of health and safety (e.g. Food Technology).

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 pupils broadly the following number of hours each day:

Key Stage 3	5 lessons per day, each lesson is intended to last for 60 minutes, although the inclusion of Extension Tasks by some teacher offers pupils the opportunity for further educational activity.
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Accessing remote education

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

All work set by teachers at New Heights School (Fazakerley) is offered using Google Classroom (an online virtual resource that is designed to support both remote and collaborative learning).

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

We do offer paper-copy printed versions of all our lessons. To request such a copy you should contact the school via the following email link:

office-f@newheights.liverpool.sch.uk or through leaving a message on the school telephone number: 0151 498 4055.

Although our resources are limited, we may be able to loan a small number of our pupils a school laptop to support them during extended periods of remote education. Our Family Engagement Workers will maintain contact with parents and you should notify these directly if you wish to be considered for a laptop.

We appreciate that electronic delivery of lessons does not suit the needs of every one of our young people and so we do offer a printed-copy paper version of lessons. Any parents requesting a paper copy will receive the material delivered directly to their home address and a schedule for collecting any completed work can be agreed / arranged then.

How will my child be taught remotely?

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

- Recorded teaching (via Oak National Academy lessons/YouTube as well as some video/audio recordings created by our teachers).
- Electronic and printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Excerpts from textbooks and reading books for pupils at home.
- Commercially available websites and resources supporting the teaching of specific subjects.
- Long-term project work and/or internet research activities.
- A mixture of relevant, engaging starter activities including wordsearches, crosswords, puzzles, etc. Appropriately pitched lesson content, extended writing and reading tasks, physical activities and mental well-being resources.

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?

To best support the continued education of your child we advise the following:

Maintain a routine, e.g. Their remote education school day commences at 8:45 am, with a break offered at 10:30am, lunch at 12:30pm and their final activity concluding at 2:15pm.

You may find that removing distractions, e.g. mobile phone, access to a television/ game console during the school day helps your child to maintain focus their remote education activities during the time set aside to complete their schoolwork.

Maintaining a regular, sensible time, sleep pattern and eating pattern may also support your child throughout this period.

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

Teachers at the school regularly check for engagement with set work (at least once a week).

You will be telephoned directly by a member of staff to inform you of any concerns regarding your child's lack of engagement with their school work (please make sure that you have notified the school of any recent changes to your contact details).

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 pupil work is as follows:

If your child submits work via Google Classroom, the teachers will provide direct feedback via the communication channels included in that product.

If your child has returned printed-paper copies of work, feedback will be written on the completed worksheets and returned to you a week after their return to school.

Additional support for pupils 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 pupils, for example 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 support those pupils in the following ways:

We will continue to liaise with parents of pupils with SEND needs to support the needs of their child during the period of Remote Education. We offer large print copies of work, different colour paper (for printed materials), colour overlays and other adapted resources for our young people.

All subject teachers remain contactable via the email icon link in Google Classroom and are happy to respond to requests from pupils/ parents for additional adaptations, including re-phrasing of questions, alternative activities, etc.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority 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 pupils 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?

Pupils unable to attend New Heights School due to having to self-isolate will access the Google Classroom resources provided. Teachers offer additional explanations/ examples for pupils unable to attend school to help support anyone having to complete the work without having instant access to a teacher. The wording included in Remote Education resources has been adapted to help pupils better understand all text. Additionally, pupils working at home may be required to access instructional videos that are offered via YouTube and this may mean that they are unfamiliar with the video instructor or their style of delivery.

Feedback of work for pupils having to self-isolate, will be offered weekly.