



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 where national or 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 document.

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

What should my child expect from immediate remote education on the first day or two of students being sent 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.

In the first day or two of remote education we will move immediately to use of Google Classroom for students to access their work. Initially work may be set on the classroom for independent working at home only, with limited live contact with teachers as they prepare for full remote delivery.

Where students do not have immediate access to remote learning, arrangements will be made to provide work by other means including delivery of books and resources.

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 will deliver the same curriculum remotely as we do in school in the majority of subjects. Students will follow their usual timetable and curriculum content.

However, in some subjects changes will be needed, e.g. in subjects where there is a significant practical content, delivery will have to be tailored for remote delivery and there will likely be a reduction in the practical components offered and the way in which they are delivered.

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 learning (including remote teaching and independent work) will take students broadly the following number of hours each day:

Key Stage 3	Work set in lessons should take no longer than 5 hours each day. Homework will not usually be set at KS3.
Key Stage 4	Work set should take 5 hours, with some need for independent study additionally.
Key Stage 5 – Post 16	Students will be expected to follow their usual hours of delivery – 9 hours per subject per fortnight, plus around 5 hours per subject of personal reading and study around the subject each week.

Accessing remote education

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

Our delivery is via Google Classroom and all students are familiar with its use as it is used when they are in school for setting homework.

If your child is not able to login on any occasion they should contact their class teacher in the first instance who can assist them.

Additionally, other remote resources may be used in different subjects including (but not limited to) Kahoot, Oak National Academy, BBC Bitesize, My Maths.

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:

All families have been asked about their child's access to remote learning and steps have been taken to provide support, connectivity and devices to those families where there is no access within the household.

When moving to an extended period of remote learning we will check with all families to assess where situations may have changed.

Where students do not have internet connection, we work with them to provide routers or dongles and also with advice regarding free internet access via their mobile phone providers as outlined by DfE.

All PP students are prioritised to ensure that they have access to a Chromebook or other device which is suitable for them for their learning. This is either provided by the school in conjunction with the DfE remote learning support programmes, by the school or, if desired, by parents utilising part of their Pupil Premium funding to purchase their own device. Support for Pupil Premium students is given by Sally Mills, Assistant Headteacher who can be contacted via admin@hgs.herts.sch.uk.

For other students without access to a remote device we aim to loan devices to students. Students should alert their teachers to any issues e.g. broken laptop, and the school will try to loan a device to them.

For students without printing facilities teachers will enable students to submit work on line and where the need access to printed materials these will be provided by the school.

Students will submit work mainly via Google Classroom or email to their teachers via their school Google accounts. Where this is not possible teachers will arrange for work to be sent into school directly via post or by prearranged dropping off to Reception.

If your child is unable to access the Google classroom from home or does not have a device available to them during the school day please contact admin@hgs.herts.sch.uk and we will endeavour to provide support for them.

How will my child be taught remotely?

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

- Live teaching, either for a full lesson or part of a lesson
- Video clips – including recordings made by teachers, online resources, YouTube videos and other sources
- Independent work for students to complete during the lesson
- Printed paper resources where needed or appropriate
- Textbooks or other printed resources
- Commercially available websites or resources supporting the teaching of specific subjects
- Project work or internet research activities.

All lessons will start with a live register using Meet. Work will be set for every lesson and will be a combination of tasks with some segments of live teacher led work and some video clips prepared by teachers in some lessons. Students will be expected to log on at the start of each lesson to register and engage in the lesson.

There may also be work set for students to complete outside of lesson times, in the same way as they would have homework if they were in school and it is expected that this is completed and handed in according to the teacher directions.

Teachers will be available during the scheduled lesson times to respond to any questions if needed. Your child should engage with their teacher via the Classroom where needed. Please be aware that they may not be able to respond at other times in the day as they will be engaging with other classes.

Students will be expected to follow their usual school timetable each day and a register will be taken by the teacher at the start of each lesson. Work for each lesson will be set on Google Classroom by their teachers. Students should work for the usual school day starting at 8.40 a.m., taking their break and lunchtimes and ending at 3.20 or 3.30 p.m.

If your child's teacher is unwell or on a training course we will try to inform the students prior to the lesson and work will be set for your child to work on independently during that time.

During live sessions and form times students should have their cameras switched on unless the teacher directs otherwise. Where students do not have cameras on their devices the school should be informed.

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?

The main priority during remote learning is to ensure good student engagement in lessons and learning. It is also important to maintain a routine for students whilst working from home, both for learning and also as part of supporting students' wellbeing and mental health and we would expect that parents and carers support us with this.

Students will be expected to log on at the start of each lesson to register and engage in the lesson and parents and carers should support them in doing this.

There may also be work set for students to complete outside of lesson times, in the same way as they would have homework if they were in school and it is expected that this is completed and handed in according to the teacher directions.

We ask that parents and carers support students in following their school timetable each day and ensuring that they arrive promptly at the start of each lesson for the register.

Parents can support us and their children with their learning by:

- Ensuring your child is up and ready for school at 8.45 am
- Has a place to work, preferably with a table, and where it is quiet
- Supporting them to take breaks at the designated times and to have snacks and lunch during the day
- Encouraging them to join in the live sessions
- Cameras should be on, as directed by the teacher
- Supporting a routine for their work, ensuring time away from the screen after the school day and limiting access to social media during lesson times.

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

Attendance and the completion of assigned work will be monitored by class teachers in each lesson. Those students that are not engaging with remote learning will initially be contacted by their teacher to check if there are any issues with engagement. Where this does not improve contact will be made with parents to alert them and see how we can support the student. This contact will be via email or telephone call.

Parents can also check their child's engagement by accepting an invitation to Google Classroom summaries. Here it is possible to see a weekly summary of Classroom activity, although it isn't possible to see the actual work. If any parent is unable to

receive their summary they should mail admin@hgs.herts.sch.uk with SUMMARIES in the subject line.

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:

Feedback will be given in a wide range of ways.

Some of the resources used online provide their own feedback mechanism to students and teachers. Some others allow students to mark or peer mark their work and then the outcomes are shared with the teacher. For some pieces of work students will be required to hand work in via the Classroom or by email and this will then be marked and returned by the teacher.

Verbal feedback will also be given either in class, via a small group or one to one Meet or using verbal feedback resources such as Mote.

Where students are not engaging in their learning, this will be followed up by their teacher or the Head of Department.

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?

We recognise that some students, for example some students 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 students in the following ways:

Our SENCO, Mrs Cole, speaks with all students with EHCPs regularly and also with their parents where appropriate to check access to their learning and also their progress.

All students with an EHCP will be offered a place in school as part of the vulnerable student provision. When this is not taken up, attendance will be monitored regularly with welfare checks to ensure students are able to access materials and bespoke support being provided as necessary if there are challenges accessing the material.

Our team of LSAs are working in the classes where they would usually and providing support to SEN students via the chat function, Meets or in person where it has been agreed that the child should attend school. The LSAs will be added to the Google classrooms for all the students they would usually support in school so they can join the class for any live sections and students can share their work for remote support. When the LSAs are engaged with vulnerable students in school, they will continue to support needs as they would in school and thus may have less availability for other students at times.

Interventions and small group support which was taking place in school will continue during lock down, including one to one literacy, take a break club, well-being meets, small group maths support and adapting of resources for visually impaired students. If any assessments need to take place, support with reading will take place.

Details about how to access free assistive technology to support all students learning will be available through the school newsletters. The SENCO will remain available for meetings and support discussions as necessary with parents and students in order to help find solutions to any difficulties with remote learning.

Remote education for self-isolating students

Where individual students 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 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?

If a child is self-isolating when school is in normal session their work will all be accessed via Google Classroom. They will not be able, in most cases, to attend the lesson via a live stream, but can access all of the materials as if they were in school. They can communicate with their teachers via the Classroom or by email but need to be aware that they will be unable to help them during the lesson as they will be engaged with the students working in school.

Work for their lessons will be posted daily, but may not be at the exact time of the lesson.