



Rossett School

Success for everyone

Remote education provision: information for parents

This information is intended to provide clarity and transparency to students and parents/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

During a period of remote learning, students will follow their normal timetabled lessons. Wherever possible, students learning remotely will continue to follow the normal curriculum, that would have been taught in school. The lesson activities will be adapted to suit remote learning methods.

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

A student'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. However, wherever possible, students should expect to receive high quality remote learning in line with their usual timetable and the national curriculum via Microsoft Teams.

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 aim to 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 in practical based subjects like Science, Technology, Drama, Physical Education, iMedia and Art where some specialist equipment might be required that cannot be accessed remotely.

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:

Key Stage	Learning hours
KS3- Secondary school-aged students not working towards formal qualifications this year.	5 hours per day
KS4/5 Secondary school-aged students working towards formal qualifications this year	At least 5 hours per day plus additional homework/independent study where applicable e.g. exam preparation or coursework.

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Accessing remote education

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

Your child can access the school's online remote education via the **Microsoft Teams** platform. Please see our website [here](#) to view a '**Student Guide to Assignments**', a '**A Student Guide to Attending a Live Lesson on Teams**' and the '**Student/Parent Protocols for Live lessons**' for further support and guidance.

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:

Request for Devices:

- If your child does not have a suitable device to complete their remote learning on, please contact your child's Director of Learning or Student Support Officer

Request for Additional Mobile Data:

- During this latest lockdown, the government have offered an increase of data allowances on mobile devices. This scheme temporarily increases data allowances for mobile phone users on certain networks. This is so that children and young people can access remote education if their face-to-face education is disrupted. This scheme is available for students who:
 - Do not have fixed broadband at home
 - Cannot afford additional data
 - have access to a mobile device that uses a participating network
 - Cannot access face-to-face education
- If you meet this criteria, and would like us to apply for this data increase on your behalf please review the government's privacy notice found [here](#) and then complete this [form](#)

Request for 4G routers:

- If increasing mobile data isn't a suitable solution for your family, the government are also offering the opportunity to request a 4G router for students who are eligible for free school meals or student premium funding, who don't have access to the internet and are in Years 7-11. If you would like us to apply for a 4G router on your behalf, please complete this [form](#).

How will my child be taught remotely?

In the event of a partial or full school closure or individual students isolating, the primary online platform the school will use is Microsoft Teams.

The school will provide students with continuity of education via this platform in the following ways:

a) Regular instruction from their teachers. This may be through live lessons (synchronous teaching) or pre-recorded lessons (asynchronous teaching). During live lessons there are opportunities for students to take part in whole class discussion and answer questions posed by the teacher. Where the lesson is pre-recorded the teacher will be live to answer any questions. During a period of full school closure, students can expect approximately 50% of their lessons to be conducted in this way.

b) The setting of high-quality assignment work that has been clearly explained by the class teachers. This might include pre-recorded video materials from subject experts from <https://teachers.thenational.academy/> as recommended by the DfE.

c) The assessment of key assignments that are submitted to teachers electronically and on which feedback is provided as per the school's Feedback Policy.

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Engagement and feedback

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

Assuming that a student is healthy and well enough to work, students will be expected to:

- participate as fully as possible in the remote learning process, attending relevant live lessons, completing assignment work, and submitting assignment tasks promptly and to the best of their ability;
- read and respond to communication from the school (e.g. an email from a form tutor) on a regular basis;
- behave appropriately during live lessons, in line with expectations outlined in the school's Behaviour Policy and live 'lesson protocols';
- be resilient, reflective and to take responsibility for what they do;
- respect and support others;
- be contactable during the school day – although consider they may not always be in front of a device the entire time;
- seek help if they need it, from teachers or teaching assistants;
- alert teachers if they're not able to complete work;
- alert form tutors or Student Support Officers where there are issues around their well-being or mental health or that of another student;
- alert their teacher/form tutor or Designated Safeguarding Leads about any safeguarding issues;

Staff can expect parents/carers with children learning remotely to:

- make the school aware if their child is sick or otherwise can't complete work/attend live lessons;
- seek help from the school if they need it e.g. academic support, mental health and well-being support.
- help their child to organise and structure their day and where possible find a quiet place to work without distractions.

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

It is important for your child's learning and progress that they engage with the assignment work and attend live lessons when they are scheduled. Teachers will check students' engagement with assignments by checking whether work has been submitted to Teams and through taking registers during live lessons.

Where an assignment has not been completed this will be flagged to parents/carers as 'missed assignment' via ClassCharts.

Attendance to live lessons is monitored and recorded each lesson. If your child misses a live lesson this will be flagged by their teacher on ClassCharts as 'Missed live lesson' which will issue a direct notification to you.

The Directors of Learning are monitoring ClassCharts on a daily basis to see where students are not engaging with their remote learning. Where this lack of engagement spans a number of different subjects, the pastoral teams will communicate with parents/carers directly.

Where students are not engaging in an individual subject, teachers will make contact with the student and/or parent to flag this issue up.

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 students. For example, whole-class feedback during live lessons or quizzes marked automatically digital platforms are also valid and effective methods, amongst many others listed below.

In a similar way as when we are in school, **not all pieces of work** submitted will be marked/assessed. Teachers, guided by their Head of Subject, will continue to provide **detailed feedback** on **'key pieces'** as per the Feedback Policy.

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Teachers may provide:

- written feedback directly on 'assignments' function on Microsoft Teams;
- whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research;
- a recording oral feedback and sharing an audio file/video with students via a link;
- assignments that self-mark for students to complete. These might include, for example, the creation of a tailor-made quiz using Forms (containing either multiple choice or extended answers) and teachers are able to use assignments to give feedback;
- Use of rubrics to provide criteria-based feedback. With rubrics teachers will select from a bank of statements to provide a student with specific areas of strength and targets for improvement.

In line with the principles of feedback as explained in the Feedback Policy, whatever the form of feedback provided to students, teachers should also expect students to complete **DIRT tasks** where they respond to teacher feedback.

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?

- Teaching Assistants have been assigned to students with high SEND needs and are supporting them remotely through Teams. Teachers know where TAs have been assigned to support certain students and are liaising with them accordingly and using TAs as support in lessons.
- TAs are participating in live lessons and thereby able to support identified students.
- TAs have access to all Teams assignments for those high-needs students with SEND. TAs can identify where students are having difficulties e.g. not handing in assignments and communicate with these students directly.
- Teachers will be using their knowledge of students with SEND, **including information on the IPMs, for differentiation particularly in live lessons.** For example, checking on students and targeting questions to them. Students are able to unmute their microphones in order to respond to targeted questions from teachers.
- **EHCP students are being supported by TAs remotely.**
- SENDCo is liaising closely with all members of the SEND team allowing any concerns to be quickly shared and the SENDCo can act accordingly through the following channels:
 - With teachers - if there are concerns about students accessing the lessons in individual subjects (either live lessons or assignments posted on Teams)
 - With the pastoral team for the year groups if there are wider concerns about accessing the whole of the remote curriculum and also if there are concerns about student welfare.
 - With SLT if the SEND team in conjunction with individual teachers and the pastoral teams if there are serious and ongoing concerns about students accessing the remote curriculum as well as student welfare.
 - With parents of individual high-needs students, particularly those with EHCPs.
- Where SEND students would have a reader there is a built in Microsoft Office tool called **immersive reader** to support students with reading the assignments, worksheets and assessments. Students, TAs and staff have received training on how to use this. Click [here](#) for a short video explainer.

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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?

In the case of a student isolating but the majority of their peers remain in school, all teachers of that student are expected to set high quality lesson-by-lesson assignment work via Teams that includes clear explanations of new content. Teachers will provide feedback on key assessments as per the feedback policy.

Teachers will know who you need to set work for as they will be marked with an X on SIMs if they are off school for any reason linked to corona virus.

The nature of tasks set will allow students to learn independently, without the specific support of an adult at home. We will avoid an over-reliance on long-term projects or internet research activities (DfE).

There is no expectation to create video lessons for individual students isolating. However, we have encouraged staff to utilise video resources where they exist to enhance the explanation of complex ideas. E.g. Bitesize, Hegarty Maths or Oak National where it aligns to the <https://www.thenational.academy/2020-21-oak-curriculum>

Safeguarding

How will the school ensure that safeguarding concerns are identified and acted on?

There are clear safeguarding protocols in place to ensure students are safe during remote education. This is detailed in the 'COVID-19 Addendum to the Safeguarding Policy'. Students, staff and parents are reminded of our clear reporting routes so that they can raise any safeguarding concerns in relation to remote education. The Designated Safeguarding Leads and the wider safeguarding team monitor CPOMs to ensure any safeguarding concerns are picked up immediately and acted upon. Regular contact with vulnerable students and encouragement to attend the in-school provision also ensure that those most at risk are closely monitored. Online safety is promoted through the school Twitter account, email, assemblies and form time. The school also informs parents about external support such as the 'Ask the Experts' event held by North Yorkshire Police. Regular parental and student surveys identify gaps in understanding about online safety and are followed up on an individual level where needed.

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