

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 document.

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?

Pupils are likely to find that they transition to remote learning very smoothly even when this is required at short notice. It may be that in the first couple of days there is a slightly reduced 'live' teaching provision available as teachers will need to re-purpose their resources, and re-plan their lessons, for online delivery. Teachers will use Google Classroom to set and return work and to communicate with pupils regarding lessons, whether they are to be delivered live via Zoom or through set independent tasks. Pupils should expect to follow the same timetable as they would in school and will be directed by teachers at the same times they would normally be taught by them in school.

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 plan to teach the same curriculum as we would if we were in school. In some subjects there will be appropriate adjustments made, such as in the provision for PE.

Some subjects may alter the planned order in which they teach certain topics, for example in some science subjects more practical topics may be moved in favour of teaching more theoretical topics, which will be easier to deliver in a remote environment.

Remote teaching and study time each day

We intend to follow the normal school timetable for the duration of a local or national lockdown period, or in an instance where a year group has been sent home to isolate.

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:

Lower School (Shells, Rems & UMs)	5.3 hours Mon – Thu 3.3 hours Fri
Middle School (Fourths & Fifths)	5.3 hours Mon – Thu 3.3 hours Fri
Upper School (Divs & Sixths)	5.3 hours Mon – Thu 3.3 hours Fri
Games & PE	Lower School: Students will receive one morning (two lessons - Shells) or one afternoon (three lessons - Removes and Upper Middles) of Games activities each week, along with an additional two (Shells) or one (Removes and Upper Middles) each week of PE. Middle School: Students will receive one afternoon (three lessons) of Games activities each week, along with an additional single lesson each week (Fifths) or each fortnight (Fourths) of PE. Upper School: Students will receive one afternoon of (three lessons) of Games activities each week, along with an additional single lesson of PE.

Accessing remote education

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

Each teacher has set up a Google Classroom for their classes. Resources, and details of lessons, including Zoom codes to join live lessons, will be posted on Google Classroom.

The main tools we use for remote learning are Google Classroom, Zoom, and Gmail. All pupils have been provided with training in these and ongoing support is available by e-mailing the IT department. In addition the school provides a free licence for Microsoft Office for all pupils and staff. Pupils who haven't installed this as yet can do so from portal.office.com using the same password that they log on to the school network.

Pupils will require a different set of organisational skills to successfully access remote learning when compared to 'normal' school. It is suggested they check their emails at the start of each day, and review their Google Classrooms regularly. If your son is having any trouble managing this workload do encourage them to speak to their Form Tutor or to the Learning Support department.

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:

Where a pupil has an issue accessing remote teaching, the School may be able to provide a laptop. Please contact the following members of staff for further details:

Lower School: Sarah Louise Jones (slj@kes.org.uk)

Middle School: Carolyn Bayley (cvb@kes.org.uk)

Upper School: Henry Coverdale (hmc@kes.org.uk)

Where possible, we will provide the loan of a laptop for the duration of lockdown. If a laptop cannot be provided, the pupil will be offered the opportunity to attend school.

How will my child be taught remotely?

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

Pupils should expect that approximately half their remote learning will involve live lessons delivered via Zoom. In some cases staff may do this by pre-recording material for pupils to work through and being available for questions through Google Classroom, although it is anticipated that most teachers will use Zoom to deliver such live learning.

Pupils will also complete independent tasks during lessons, and in some cases for homework. This will include using textbooks and other comparable online resources to take notes, answer questions and complete research-tasks, for example. Teachers may also upload pre-prepared worksheets, sets of questions, or other tasks on Google Classroom for pupils to complete. Teachers may also ask pupils to complete preparatory, consolidating, or extension reading.

Pupils may also expect to be directed to other educational websites to complete tasks set by their teachers, to watch short video clips, or listen to podcasts for example.

In the same way that teaching in school involves a number of different teaching and learning strategies both in lessons and at home, it is anticipated that remote learning will also include comparable variety.

Co-curricular activities will also continue during periods of lockdown, and a twice weekly (Mon & Thu) bulletin will be emailed to all pupils to inform them of the upcoming activities.

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 expect to run the school day in the same way as we do in school; timings online will be the same as they would be in school. Pupils' attendance will be monitored on a daily basis via a combination of live Zoom form periods and a registration system on Google Classroom.

Class form periods will continue on Zoom and boys will 'attend' at least one assembly and their house meetings every week. Absences and late arrival to registration are followed up with the boys in the first instance and parents will be notified if there is a continuing issue.

Attendance for virtual lessons is expected of all pupils unless they are unwell. Parents should inform school when pupils are unwell or otherwise unable to attend online lessons, by contacting form teachers or the relevant Head of Year.

Pupils are expected to go to Google Classroom at the start of each timetabled lesson and complete any tasks set by their teacher or join the Zoom call for that lesson. Attendance, engagement and behaviour in lessons, and submission of work is monitored and followed up with boys in the first instance. Where necessary, form tutors and Heads of year will contact parents if there are concerns to discuss.

Pupils are expected to be able to engage in their remote learning without additional support from parents and carers at home, although helping them with the organisational aspect of managing multiple Google Classrooms, and online communications would be appreciated. This is especially true for Shells who have not experienced remote learning at KES before.

Pupils will be kept in touch with activities for Games, PE, and House Activities through email, Google Classrooms and Form and House Tutors as usual. There will be a range of optional activities for Friday afternoons that are available through Firefly and Google Classroom, though we strongly recommend, after a week of sitting at a computer, that boys take advantage of time on a Friday to get outside, and get some exercise and some fresh air.

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

Teachers will monitor pupils' work by marking and providing feedback on tasks set, and in the normal course of delivering live lessons via Zoom.

Attendance, engagement and behaviour in lessons, and submission of work is monitored and followed up with boys in the first instance. Where necessary, form tutors and Heads of year will contact parents.

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:

Pupils will have their work marked and feedback will be offered on tasks set. This will be a combination of individual feedback, and whole class feedback. The majority of individual feedback is likely to be delivered using Google Classroom. Teachers may provide pupils with verbal feedback via Zoom (for example in ToK and EE supervision sessions for the Sixth Form) where they may have arranged one to one meetings were we in school.

Teachers will set tasks that allow them to monitor the progress pupils are making and they will follow up any concerns they have with the pupil and their Form Tutor.

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:

All SEND pupils will initially have regular email contact with Learning Support in order to check on their progress and to encourage them to share any difficulties they may be experiencing. Appropriate and tailored support can then be offered; this can range from help with accessing resources to liaison with subject teachers, help with organisation and planning, revision techniques, online remote 1-2-1 Learning support sessions or in some cases, a meeting in school to offer face-to-face support.

We hope that boys themselves will contact us if they are struggling in any way but we also encourage parents/carers who are in any way concerned to contact Mrs Catherine Duncombe cmlld@kes.org.uk

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?

Teachers will do their best to ensure that pupils who are self-isolating are fully included in lessons. All set work can be found on Google Classroom, and resources to help pupils catch up on missed teaching will also be uploaded there.

Teachers will do their best to include pupils in live teaching, for example by sending a Zoom link to isolating pupils to join in lessons so pupils at home. In situations where this is difficult, for example in a practical science lesson or a room in which the teacher is not sufficiently close to the computer and microphone, teachers will provide pupils with directed independent work to ensure they are able to keep up to date with their learning.

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