

Remote Education at KLB

This information is intended to provide clarity and transparency to pupils and parents about what to expect from KLB's remote learning programme.

What is taught to KLB pupils when they are at home?

Pupils that are isolating for 10 days due to Covid

Within 24 hours of a parent or guardian reporting a pupil as absent due to Covid, an email will be sent advising them of where to access schoolwork should they feel well enough to complete it. Pupils in Years 7-11 will be sent a link to a file containing two weeks' worth of Isolation Work for each of their subjects (excluding core PE and PSHE). This work is closely tailored to the content being taught in lessons and uses a variety of on line resources such as the Oak National Academy, Corbett Maths and Linguascope. Pupils that feel well enough to do so should follow their usual timetable and complete 50 minutes of work per subject. They should then fill in a 'Pupil Comment Sheet' and email it to their teacher. The 'Pupil Comment Sheet' is a communication channel between pupils and teachers through which any relevant feedback can be given. Pupils in Year 10 and 11 may be set additional work by their class teachers and should check Class Charts each day. Pupils in Year 12 and 13 will receive work directly from their teachers via Class Charts.

Pupils that are sent home as part of an Outbreak Management Plan

If a whole cohort or year group is required to self-isolate, resulting in all students in a particular class being sent home, there will be a blended approach of online Microsoft Teams meetings and resources uploaded on to Class Charts. The delivery of curriculum content will continue as normal – notwithstanding sensible and professional judgements where e.g. science experiments might be postponed or DT practical lessons will be replaced by the theory element of the unit.

In order to balance online and 'screen-free' work, KS3 pupils should expect the equivalent of every other lesson to have a 'Teams' input. At KS4 and KS5, pupils will have approximately four out of five lessons with a Teams live 'input'; one lesson in five will be a 'flexible lesson' which enables pupils and students to work offline and / or choose when to complete the work.

There are also some screen-free tasks and challenges in place of Games lessons:

<https://padlet.com/klbsport/homeschool>

If part of a cohort or year group is required to self isolate, resulting in part of a particular class being sent home, it will not be possible to deliver Teams lessons. Pupils will be sent a link to access the file of Isolation Work described above.

How long will work set by KLB take each day?

Our provision is in line with the Department for Education (DfE) guidelines: work is of equivalent length to the core teaching pupils would have receive in school. We expect that remote education (remote teaching and independent work) will form the equivalent of the normal school day

KS3 pupils are advised to follow their normal timetable and study 5 hours each day. The structure and pacing of the day is provided by the Microsoft Live Teams meetings. In response to concerns

about excessive screen time and working from home, KS3 homework tasks have been suspended until further notice; a situation which we continue to monitor.

In order to enable course completion, KS4 and KS5 pupils should complete a normal amount of homework. Additionally, for exam classes in some subjects, revision plans are provided as early as January.

Accessing remote education

How can online remote education be accessed?

Resources, links, materials and tasks will be posted on 'Class Charts' for each day before 8.30am; teachers will use 'Blended learning' homework type. Pupils should go to Class Charts as their first port of call each morning; we are confident that most pupils can access this platform as it is our normal way of working.

Live teacher-pupil 'Teams' meetings will be held for a duration of 15 minutes or more for a lesson. The time of the meeting will be posted on 'Class Charts' as blended learning at the start of the day and the link to the meeting will be emailed to a pupil's school email account. There are other ways of accessing Teams – see Parent and Pupil Guide to Remote Learning (08.11.2020):

<https://klbschool.org.uk/wp-content/uploads/PDFs/guides/guide-remote-learning-2020.11.08.pdf>

Overcoming barriers to remote education

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

Problems with the internet / broadband

Pupils may experience intermittent localized internet problems. We encourage parent/carers to share any barriers to accessing work with kjohn@klbschool.org.uk or kvdbroek@klbschool.org.uk so that, where possible, solutions can be sought. In some cases internet access has been established and boosted by 4G wireless routers and dongles provided by the school. The school has prioritised children in receipt of pupil premium, pupils in exam classes and disadvantaged children when requests for equipment have been made.

Problems accessing a device / sharing devices

The school has used the DfE's 'Get help with technology' programme and purchased chrome books for some pupils. If your child is unable to access Microsoft Teams because they do not have access to a device, please contact kvdbroek@klbschool.org.uk

We will also continue to issue resources that periodically become available to us either through government schemes, charitable organisations, reconditioned school resources and parental donations. The Cotswold Tyndale Rotary Club and KLB Friends have offered support of this nature

How will my child be taught remotely?

Engagement and feedback

Teacher feedback opportunities are presented at each Live Teams meeting which offer something close to the learning dialogue of a classroom

The Teams meeting is a chance for pupils to ask questions, seek clarification from the teacher and check their understanding of the learning. Pupils can also leave messages in the Teams chat bar, when invited, or they can email their teachers. In our last Remote Learning update (<https://klbschool.org.uk/our-school/covid-19/> dated 13.1.21) we extolled the virtues of pupils taking an active role in Teams meetings

Teachers are asking pupils to submit work for specific tasks. It is important that pupils do this to aid the pacing and setting of work as well as enabling the teacher to check understanding.

After the period of isolation, the work completed in the exercise books / on paper will be checked as part of our normal way of working.

Pupils are also encouraged to work collaboratively, where appropriate, and independently communicate online with friends about the work. We have been pleased to see 'learning community support groups' springing up between friends as they support each other.

Teachers will provide feedback in a variety of ways as appropriate to the task. We will use 'whole class feedback' – where a teacher uses examples of pupil work to illustrate common strengths and difficulties, or 'summaries' of evaluative comments guiding members of the class to reflect on their own practice. Feedback can take many forms and may not always mean extensive written comments for individual children but, in some cases, comments on the work of pupils may be appropriate. We are also using digital feedback tools, in the form of online quizzes and other learning platforms, to help teachers monitor the progress of pupils through the curriculum.

Sharing information with parents about work submissions and attendance at meetings and concerns

Attendance at meetings: registers are taken in the Teams meetings. Parents and Carers will be notified on the Parent/Carer Portal App if a pupil did not attend the Teams meeting – this will appear as a 'behaviour' as described in the remote learning updates: <https://klbschool.org.uk/our-school/covid-19/>

Work submissions: teachers will log the non-submission of work; this will also be communicated to parents via the parent / carer portal app.

A team of staff are monitoring submissions and attendance and making phone calls to support families who are having difficulty accessing remote learning. We are concerned about any significant levels of poor attendance and non-submission of work which may be signs that a pupil is missing out on their learning

Additional support for pupils with particular needs

We recognise that some pupils, for example 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 to support those pupils in the following ways: weekly phone calls to the parents of children with EHCPs (and those who are identified by the SENCO) who are finding the work, or the method of deliver, a significant challenge. Some children have been offered on site provision where appropriate. KLB's school SENCO is Miss K John (kjohn@klbschool.org.uk)