

CGS

Information about our Remote Education

This information is published on our websites from 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

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

While your child is unable to attend lessons at Colston's Girls' School, we are committed to working with you to ensure that they continue their learning at home. We will outline our remote learning provision as a school, explain what we will do to support your child and identifies where you and your child can access further support if you should need it.

What should my child expect from remote learning?

While your child is unable to attend lessons at Colston's Girls' School, we are committed to working with you to ensure that they continue their learning at home. We will outline our remote learning provision as a school, explain what we will do to support your child and identifies where you and your child can access further support if you should need it.

From Tuesday 5th January 2021

Years 7 & 8

To ensure younger students are not spending 5 hours a day online certain more creative or physical subjects such as Art, Music, Drama, PE and Steam will set projects. These projects will run over a period of time and will allow students screen free and more creative time. Some of these projects will be launched with a live session and there will be an opportunity during the course of the project to have interaction with subject specific staff.

The other lessons will be offered a 'live' synchronous lessons using MS Teams following their normal timetable. Online lessons have been shortened to 45 mins; following normal timetable but finishing 15 mins early with 5 minutes allocated to Q and A and 10 minutes to provide students with screen breaks.

Years 9, 10, 11, 12 & 13

Students, learning remotely join 'live' lessons using MS Teams following normal timetable. Online lessons have been shortened to 45 mins; following normal timetable but finishing 15 mins early with 5 minutes allocated to Q and A and 10 minutes to provide students with screen breaks.

Students are encouraged to step away from computer screen to get some fresh air/daylight

Accessing remote education

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

Microsoft Teams

To support your child to continue learning at home, teachers will provide live lessons through Microsoft Teams. Lessons will be scheduled in advance and will appear in your child's Microsoft Teams calendar. If your child needs support, they must email their teacher

If you are new to Microsoft Teams, this short video tells you how to download and use the Teams app:

https://www.youtube.com/watch?v=51z9u_Bheqc

Your child has been shown how to use Microsoft Teams at school, however, if you would like more information about how to use Microsoft Teams or if your child needs a reminder about some of the key features, you may find it useful to watch this video tutorial with them:

<https://www.youtube.com/watch?v=SemjM2fHV2Q&safe=active>.

When will lessons take place?

Online lessons are shortened to 45 mins; follow normal timetable but finish 15 mins early with 5 minutes allocated to Q and A and 10 minutes to provide students with screen breaks. Students are encouraged to step away from computer screen to get some fresh air/daylight

Timings of the School day

Pupils working in school arrive	All Years 8:30 am
Lesson 1	8:35 – 9:35 am
Break Years 7 & 8	9:35 – 9:55 am
Lesson 2 Years 9, 10, 11, V6	9:40 – 10:40 am
Lesson 2 Years 7 & 8	10:00 – 11:00 am
Break Years 9, 10, 11, V6	10:40 – 11:00 am
Lesson 3 all year groups	11:00 – 12:00 pm
Lunch Years 7 & 8	12:00 – 12:45 pm
Lesson 4 Years 9, 10, 11, V6	12:05 – 1:05 pm
Lesson 4 Years 7 & 8 and after lunch	12:45 – 1:45 pm
Lesson 5 all year groups	1:45 – 2:45 pm
End of day Mon, Tues, Thurs, Fri Wed	2:45 pm 3:45 pm

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:

If your child does not have a suitable device or internet access, please contact angus.burgess@colstonsgirls.org or sally.ford@colstonsgirls.org. and we will do what we can to support you so that your child is able to access online learning.

How will my child be taught remotely?

Engagement and feedback

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

When pupils are working at home, we would like parents/carers to support the learner by;

- Providing your child with a quiet place to work, internet access and a device so they are able to get online.
- Supporting pupils in years 7 & 8 to do the projects for their creative subjects and to follow their normal timetable for other subjects
- Supporting pupils in years 9 – 13 to follow their normal timetable
- Engaging with school and communicating about how your child is finding home learning – giving feedback where necessary to enable us to continue to provide the best possible learning opportunity for our students.
- Contact us if/when you feel that your child is not engaging/unable to engage with the remote blended learning.

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

- Teachers will be taking a register at the start of every lesson and this will be captured on SIMS
- We have a continually monitor your child's attendance to the online lessons. We will contact you to discuss barriers to learning if your child is unable to attend.
- We will also monitor your child's engagement in the online lessons. Where pupils are not engaging in remote learning, we will work with parents/carers to try to co-construct a plan to support them to engage. If pupils do not engage or are unable to do so, we may suggest that the pupil comes into school to access their learning.
- We will regularly gather information from teachers about students engagement with live remote learning. This will allow us to send out celebratory certificates as well as putting in place interventions and letting parents/carers know when their child needs extra support to fully engage with the live learning offered.

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 MSTEams are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Feedback will be offered during the lesson. This will allow learners to refine their answers based on teachers feedback
- Learners may mark their own work during the lesson and use teachers model answers to highlight common errors
- Pupils will submit work to teachers and this work will be marked and feedback provided

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 with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and therefore we work closely with families to deliver an ambitious curriculum appropriate for their level of need. By working in coproduction with families and relevant outside agencies we endeavour to provide appropriate special educational provision called for by the pupils' special educational. We work collaboratively with families, putting in place reasonable

adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the school, local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

Pupil wellbeing and support

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with SEND. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust, either to a return to learning at home or being in school without their peers, and some may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be content with the change in circumstances. Limited social interaction with their peers, carers and teachers, which may have an impact on wellbeing.

To support school staff to understand how coronavirus (COVID-19) is affecting children and young people's mental health and wellbeing, and what they can do to look after, promote and support their own, other staff's and children and young people's wellbeing and mental health, we are using a variety of resources including THRIVE assessments. We consider the provision of pastoral and extra-curricular activities to all pupils, including those learning at home (for example through online activities and assemblies), designed to:

- Support social engagement and maintaining friendships
- Address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- Support pupils with approaches to improving their physical and mental wellbeing

We provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.

We access support from our school nursing who can offer a range of support including:

- support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- support for pupils with additional and complex health needs
- supporting vulnerable children and keeping children safe

Additionally, we can still refer to local NHS children and young people's mental health service CAMHs. All NHS mental health trusts are providing 24/7 access to crisis telephone lines to support people of all ages throughout the pandemic.

For assistance please contact SENDCo Elaine.Cogan@colstonsgirls.org

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education is provided as shown below

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

If your child is self-isolating, and well enough to learn we will do our best to provide no loss of learning. We will ensure that they are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in all subjects, including providing feedback. It is our intention that this will be achieved by your child's teacher inviting them into the lesson that he/she would be delivering live/synchronously.

If you have any concerns about the live learning your child is receiving please contact the Emma.Young@colstonsgirls.org who is the senior leader with responsibility for Remote Teaching, Learning and Assessment.