



Remote education provision

Information for parents

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This information is intended to provide clarity and transparency to our students and parents about what to expect from remote education where there is an unexpected school closure.

The remote curriculum: what is taught to students at home

If the school is closed for a prolonged period of time, the 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.

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

As soon as students are asked to remain at home, the work will be issued via Arbor. It will follow their usual timetable and be labelled as classwork so that students know what to complete. It is likely that there will be more independent work to complete in the first few days of home education, as staff are amending their mid-term planning and getting ready to deliver more live input in the long term.

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 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 subjects with substantial practical aspects such as science, PE or the arts, it is likely that the mid-term planning will be reviewed so that students can cover more of the theoretical aspects of the curriculum whilst working remotely. This will then allow them to focus on the practical aspects of the course where they are back in school where they have access to the specialist facilities and resources.

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 same number of hours as it would during a normal day in school.

Key Stages 3 & 4	<p>Students should complete 5 hours of classwork a day (whether independently and/or as part of live sessions) – 4 hours on a Friday.</p> <p>We understand that not all students will be working at the same pace so teachers will indicate which part of the work is core and which part is optional or an extension. Students should use this to guide them through the work to make sure that they complete at least the core work within the hour.</p> <p>Subjects may choose to set homework where appropriate. However, students are already completing a lot of independent work and for their well-being, it is important that they are given time to keep active, enjoy physical exercise outside and away from screens. So with this in mind, teachers should set less homework when working remotely so that students are given time during the day to look after their well-being and minimise their screen time, where possible.</p> <p>If students feel that they are falling behind or not understanding the work, it is important that they contact their class teacher to discuss the best way to catch up and what support is available to assist them.</p> <p>If students are spending too much time completing work or struggling to manage their well-being, they can contact their mentor, key worker or Student Support Manager for support.</p>
Key Stage 5	<p>For each of their courses, students should complete the allocated number of hours on their timetable (whether independently and/or as part of live sessions) and the same number of hours again as homework, independent work, research or wider reading on the subject.</p> <p>We understand that not all students will be working at the same pace so teachers will indicate which part of the work is core and which part is optional or an extension. Students should use this to guide them through the work to make sure that they maximise their learning time.</p> <p>For their well-being, it is important that students take the time to keep active, enjoy physical exercise outside and away from screens.</p> <p>If students feel that they are falling behind or not understanding the work, it is important that they contact their class teacher to discuss the best way to catch up and what support is available to assist them.</p> <p>If students are spending too much time completing work or struggling to manage their well-being, they can contact their mentor or the Sixth Form Team for support.</p>

Accessing remote education



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

The main digital platforms used by the school are Arbor and Microsoft Office 365.

Arbor

- All the work is set via Arbor so that students can organise all their learning in one central place. This platform also makes the work set viewable by parents who can therefore support and monitor their child's engagement with and completion of work.

Office 365

Students have access to all the apps available within 365 and can use the most relevant ones at home to support their learning. Here are details about the main ones they are likely to be asked to use.

- SharePoint is where subject areas have their schemes of learning and resources available for students. Students will be redirected to this platform in order to access some subject specific materials. SharePoint also has many useful resources for students regarding well-being, student support, cultural opportunities, the library, etc.
- Teams is the platform that will be used for live input and interactive sessions with teachers and mentors.
- Word, Excel and PowerPoint are also available for students to use to complete and submit work.

Other platforms such as Kerboodle, GSCE Pod, MyMaths, Educake, Kahoot and more will also be used by some subject areas. In this case, the work will still be set on Arbor and students will be redirected to the relevant platform from there.

*Please note that, as well as the quality of teaching and resources delivered to students, there is evidence that the medium (device) used to access the materials does have an impact on students' engagement with their learning. Where students have a choice of hardware available to them, they may wish to take account of the following findings: "There is some evidence that the medium does matter, especially in digital remote education. Pupils tend to spend longer accessing a remote lesson when they are using a laptop than when using a phone (tablets are in between)."**

* <https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

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:

Students and parents have been surveyed to ensure that they have access to adequate IT provision at home.

Where adequate IT provision is not available at home, parents and students should contact the Head of Key Stage who will be able to seek support from our ICT support team and prioritise demand.

- Where hardware is not available, students can be loaned laptops or tablets.
- Where issues are with internet connection, routers and dongles can be loaned out.
- If school buildings are accessible and where students are still unable to have adequate access to online learning despite the steps taken above, they will be invited to attend the school's core provision to access the online learning fully and submit their work to teachers.

For any long-term issues with suitable online access at home or if a student requires borrowing a device, please contact the following members of staff via admin@hillview.kent.sch.uk :

- For Key Stage 3, please contact Mrs van Leeuwen
- For Key Stage 4, please contact Miss Thomas
- For Key Stage 5, please contact Mr Burkett

For any short-term technical issues, students can email IT by using the "DL-ICT Support": DL-ICTSupport@HillviewSchoolforGirls.onmicrosoft.com address. Students need to give as much information as possible about the issue they are having.

This will log their call into the IT Support ticket system and will then be picked up and dealt with by a member of the support team.

Disclaimer: Please note while the IT support team will endeavour to support IT issues, they are unable to help with problems with personal hardware or home internet/Wi-Fi.

If you are unable to contact us by e-mail, please call the school reception on 01732 352 793 and our reception staff will be able to forward the information to the relevant member of staff on your behalf.

How will my child be taught remotely?



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

The approaches are likely to vary greatly between subjects and key stages and subject teachers are best placed to decide which is the best approach to deliver the various aspects of the curriculum to their classes. As a result, there is no preferred methodology prescribed by the school and students should experience a mix of learning approaches.

Here are some examples of the main remote teaching approaches:

- virtual lessons posted on Arbor – these presentations would typically comprise an introduction of content, scaffolded to aid students’ understanding and followed by tasks to allow students to apply their newly acquired knowledge and understanding.
- live input delivered through Teams* – this may include presentation of content by the teacher, questioning and answering sessions, group and pair work in breakout rooms, small group or individual tutorials, drop-in clinics for individual questions about the work.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, interactive materials and quizzes.

To a lesser extent, students may come across the following approaches:

- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books students have at home
- long-term project work and/or internet research activities – *these may be used as a contingency (if an issue arose with staffing levels, for instance) but are unlikely to be used as a regular method of delivery of the curriculum.*

* Please note that “evidence suggests that concentration online is shorter than the length of a typical lesson”¹. For this reason, it is advisable that live input is not utilised for the whole length of the lesson and/or throughout the day.

¹ <https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

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?

- It is the school's expectation that students will complete the work set for every lesson and attempt to engage with as much of the live input on offer as they can. However, we understand that the latter is very dependent on home circumstances and the IT resources available in the home, which is why attendance to live sessions is highly encouraged but not compulsory. If students cannot attend the scheduled live sessions, they should nonetheless complete the work set on Arbor independently.
- Students should submit all the pieces of work requested by their teachers within a reasonable timeframe (unless they have a prior agreement with a key worker or Head of Key Stage).
- Where possible, parents should ensure that students have a routine which supports remote learning, help them organise their day and ensure that all the work requested is submitted on time.
- If a student is unwell and cannot complete work remotely as a result, parents should report this to the school using the by e-mailing at attendance@hillview.kent.sch.uk for Years 7- 11 or sfabsence@hillview.kent.sch.uk for Years 12 and 13. You can also call the school on 01732 352 793 and selecting Option 1. This will be recorded by the school and teachers will be alerted so that students who are not well enough to work are not being chased unnecessarily for work / attendance to live sessions.

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

Teachers will routinely monitor attendance to live sessions and work submission in order to get a picture of the student's engagement with the subject.

- In the event that work is consistently not submitted for a subject, the subject teacher will contact the student (most likely by e-mail) for a reminder in the first instance.
- If the non-submission of work continues, the teacher (in consultation with their Curriculum Leader) will contact parents to alert them to the situation and seek their support in ensuring the student engages back with their studies and completes and submits the work requested.
- The above information is also collated centrally so that a holistic picture of each student's engagement across the curriculum can be monitored. Where the lack of engagement is occurring across subject areas, the Head of Key Stage will follow this up through the pastoral channels so that the student can be supported to re-engage with their school work and catch up on what has been missed. In this instance, parents will also be contacted and potential solutions discussed with them.

If a student / parent is concerned about lack of engagement or having "fallen behind" in a subject, they should contact the subject teacher if the concern is within a specific subject area or the mentor if the concern is broader than just one subject area. Students with SEND may wish to contact their key worker to support them with this.

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 student work is as follows:

- Teachers will request students to submit key pieces of work on which they will receive individual feedback. This can be written feedback by e-mail or using Assignments on Teams or verbal feedback in a follow-up tutorial using Teams, for instance. The regularity of this formal feedback will vary for each subject but should be in line with what students experience when they attend school.
- Teachers may also choose to set up quizzes through digital platforms like Forms, Kerboodle or Kahoot in order to generate quick feedback for students. This can also help students with their retrieval practice.
- When students take part in live sessions, they will be receiving verbal feedback from their teacher through the various activities and the questioning in which they are taking part.
- Students can also receive feedback through:
 - chatroom discussions, such as working with their peers in Breakout Rooms on Teams
 - 1-to-1 interaction tools, such as the Tryptico app or GCSE Pod
 - adaptive learning software, such as Seneca Learning

Teachers will utilise the information gathered from all the above methods to form an accurate picture of each student's progress. The reporting of progress to parents through Parents' Evenings and progress reports will continue, albeit with some minor adjustments to our reporting cycle.



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 to support those students in the following ways:

- Parents can help their child by helping them organise their work for the day. They should check their timetable with them and ensure that they know where to the work set can be found and how to access it.
- If a student experiences difficulties with the work, they should be encouraged to seek support from their teachers whether during live sessions or by e-mail.
- Students with SEND continue to have access to support from the mentor, subject teachers and Student Support Managers.
- For students who have been identified as requiring SEND support, keyworkers from the Curriculum Support Department make regular contact with them to enable students to access school work through further differentiation as appropriate to their individual needs.
- Furthermore, a specific SEN provision is available on an invitation-only basis for a targeted number of students who require the highest level of support.

If you would like any further information about supporting students with SEND, please contact our Learning Support department via admin@hillview.kent.sch.uk