



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 page.

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?

From September 2020, each Faculty at DTW created their own individual areas on Google Classroom. Each of these areas contained 5 main sections.

- 1) **Class codes** for individual classrooms (which pupils had been invited to join by their individual class teacher).
- 2) **Home learning resources** (such as Knowledge organisers, Powerpoints to previous lessons and online quizzes).
- 3) **Work for any pupils in INTEX** (An 'in-school' provision).
- 4) **Work for any pupils in Step out** (An 'in-school' provision).
- 5) **Work for any pupils who receive a Fixed Term Exclusion.**

During the first few days, resources were available in the 'Home Learning' section of each Faculty folder. The class codes to each Faculty were placed on the school webpage, as well as parents and carers having received correspondence through the headteacher's letter/newsletter. To minimise potential confusion, class teachers invited each pupil to their individual classroom.

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?

Subjects which require a greater element of practical focus, such as Performance, Performing Arts, Music and Technology, have adapted their curriculum slightly to fit in with the activity area that would have been delivered in school. Each group's lesson will be based on a different activity which corresponds to the curriculum mapping document. For example, Performance have adapted the curriculum by -

- Asking pupils to create fitness activities (circuits) that would be beneficial for that sport and to explain why they are.
- Creating skill based activities for students to practice in isolation from the game environment (if the environment and resources allow).
- Generating knowledge based activities on how to develop/coach the skills in that sport.
- Generating knowledge based activities on the rules/regulations of the sport.
- Introducing tasks that allow the students to create, plan and perform their own sessions based on the activity/sport.

Music have adapted their curriculum with pupils accessing online Music Technology software to create their own music as well as using their own instruments or accessing instrumental apps on their phones/tablets/laptops for performance. They also have access to a specialist music programme (Focus on Sound) to listen to professional performances and enhance their music theory and appraisal knowledge. The music tech programmes and Focus on Sound allow pupils to be assigned and submit work/tests for teacher feedback and assessment.

Performing Arts online lessons are of a practical nature. Staff are pre-recording videos and showing existing demonstrations for pupils to access as well as delivering all sessions live for immediate teacher verbal feedback. Pupils are performing pre-choreographed and existing works and being given the opportunity to devise their own ideas to enhance their creativity. Pupils are also watching and analysing professional works to understand and improve their practical skills.

Technology have also created pre-recorded material which allows pupils to attempt practical elements if they so wish. For example, Food Technology videos provides pupils with a clear structure on how to complete their dishes. There is no obligation for pupils to do so, although the videos will be uploaded during the lesson and the respective teacher will be able to assist pupils. This will also involve a Q&A session.

All pupils are being encouraged to record and upload work for teacher assessment and feedback.

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 pupils broadly the following number of hours each day:

Key Stage 1	N/A
Key Stage 2	N/A
Key Stage 3 and 4	5 hours (Form time each morning will follow with 6 lessons. The day will end with a revisit to form to conclude the day).

Accessing remote education

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

For delivery and assessment purposes, Dean Trust Wigan will be using Google Classroom as the chosen platform. This allows for teachers to teach live lessons through use of Google meet and Screencastify. It also allows pupils to complete and submit various assignments and quizzes. This utilises the features of GSuite for Education. Lessons will be delivered through use of a digital device and provisions are available for every pupil to engage in remote learning.

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:

- Disadvantaged pupils will be provided with a device and an internet wireless router if they do not already have access. All entitled pupils have been contacted.
- Devices and/or wireless routers will be issued via School Reception; an agreement will be signed.
- If pupils are struggling with access this should be raised during your weekly welfare call, school will support with any issues raised.
- As a school we wish all of our pupils to engage in the online learning provided, in cases where online learning is not suitable work will be provided through Heads of Year and can be returned to school through an agreed arrangement.
- Our aim is to support all pupils to access their usual timetable through our online provision to cause the least disruption possible to their academic progress.

How will my child be taught remotely?

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

Dean Trust Wigan is a school that promotes the use of 'live lessons' as the best way of ensuring minimal disruption to your child's education. Whilst we are aware that this is new for everyone, our staff and pupils alike have embraced the challenge of this new way of working and it has allowed high quality Teaching and Learning to continue to take place on a consistent basis.

We are also committed to developing our use of 'blended learning' to ensure that pupils who are required to be 'on-site' are included in the lesson, as well as those pupils who are studying from home.

Some examples of our remote teaching approaches include:

- live teaching (online lessons)
- recorded teaching (e.g. Screencastify video/audio recordings made by teachers)
- modelling through the use of iPEVO cameras
- textbooks and reading books which pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Utilising GCSE Pod for our year 10/11 pupils

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 expected that all pupils access each of their timetabled lessons (This includes form time and assemblies)
- We are committed to removing all barriers to remote learning. Central to this is the communication between the school and parents/carers. This contact can be daily and initiated by either party dependant on the issues arising.

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

- Pupils engagement is checked on a lesson-by-lesson basis. A register is taken for every timetabled period of the day.
- We use a graduated response to engagement that initiates contact with home each day based on the level of engagement by the individual pupil that day. Phone Calls are systematically allocated to class teachers, form tutors and Heads of Year.
- Both pastoral and technical support will be offered wherever necessary to initiate an improved rate of engagement by the pupils.

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:

Assessment is the most important tool we enact in ensuring the progress of your child. Whilst the delivery of assessment may have changed slightly due to the nature of online provisions, the high expectations still remain the same.

Pupils are to be assessed on a weekly basis by each teacher.

This may come in a variety of different ways, such as formative assessment and summative assessment.

Some examples of formative assessment that your child's teacher may use include the following -

- Targeted Q&A (pupils can either communicate this verbally, or using the chat feature in the Google Meet)
- Using the whiteboard feature in Google Meet to capture pupil response
- Using the 'poll' feature in Google Meet to capture whole class responses
- Using quiz platforms

Some examples of summative assessment include -

- Quizzes on Google Classroom
- Exam question submission through Google Classroom
- End of topic tests (these will be timed to ensure as much standardisation as possible)

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:

- Pupils with an EHCP will be contacted daily to assess the level of support needed to access online learning. All EHCP pupils are invited to take a place in school and this can be taken up at any time. Where appropriate pupils will be supported with paper based resources if it is felt this will help engagement.
- All teachers will continue to adapt teaching to meet the needs of SEND pupils in their classrooms.
- We will continue to work with the Targeted Educational Support Service and Educational Psychologist to support our SEND pupils.
- Any issues should be raised through school so that we can continue to support pupils effectively.

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?

Due to the format which we have put into place, no pupil will ever miss out due to isolation or otherwise. Each Faculty area includes a 'Home Learning' section which includes the most up-to-date resources, as well as previous lessons taught during the year. KS3 Knowledge Organisers are also included here so pupils can keep on track with any lessons/content that they may have missed.