

MOSSBOURNE VICTORIA PARK ACADEMY REMOTE LEARNING PROVISION

INFORMATION FOR PARENTS & CARERS

January 2021

This information is intended to provide clarity and transparency for students 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 students are self-isolating, please see the final section of this page.

THE REMOTE CURRICULUM: WHAT IS TAUGHT TO STUDENTS AT HOME

Please note that a 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?

Work will be set for students via Satchel One by teachers as soon as possible - and at the latest by the third day of closure - so that staff have time to plan for, adapt and resource their lessons for remote learning. In this circumstance, students should spend their time doing the following:

- Using the following online resources to support their studies:
 - o [Hegarty Maths](#)
 - o [Duo Lingo](#)
 - o [This is Language](#)
 - o [Tassomai](#)
 - o [Vocab Express](#)
- Accessing online lessons provided by [Oak National Academy](#);
- Using their Knowledge Organiser folder and notes in their exercise book to revise and study;
- Read;
- Complete any outstanding homework or class work.

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 expressive and performing arts in subjects such as music or drama, lessons will obviously not be able to have the same type of practical work as might be undertaken in school.

REMOTE TEACHING AND STUDY TIME EACH DAY

How long can I expect work set by the school to take my child each day?

Students should use their school timetable as teachers will post work for every timetabled lesson except for Prep, Enrichment (year 8 only) and Bourne Scholar (year 7 only). In total, students will receive, on average, 5 hours' worth of work per school day.

If work is taking substantially more or substantially less time, students should inform their teacher using the comment function on Satchel One. Students should spend 55 minutes (or 110 minutes for a double lesson) completing their work and use Prep time to complete any outstanding work that they did not finish that day.

ACCESSING REMOTE EDUCATION

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

We are using [Satchel One](#) to provide remote learning for students. This site is also available as an app on tablets and smart phones. This is where students will be set work, provided with instructions and resources and is where they should submit completed work unless their teachers asks them to submit their work in another way, for example through Google Classroom. Teachers will be available throughout the school day to support students who are working from home via the comment function, endeavouring to reply as soon as possible to any question.

Students can log in to Satchel One by clicking the 'Sign in with Office 365' option and then entering their school email address and password.

Parents who wish to access Satchel One will be provided with a code which they can use to create an account and view all the online work that has been set and receive notifications from teachers about their child's remote learning. Please note that the messages/comments feature on Satchel One is for students only. Parents who wish to contact a teacher should call the school (please note that only one receptionist will be on site each day) or email and request a call back. The address to use is enquiries@mvp.mossbourne.org

If a student or parent has trouble accessing a Satchel One feature, they should use the help section on Satchel One or the blue 'chat' function on the site in the first instance.

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:

- Our first allocation of laptops were distributed in the summer term.
- Parents and carers were contacted in the Autumn term to request information on students' access to devices. This informed our decisions on how to distribute our second allocation.
- Since the start of the most recent lockdown, parents and carers have been able to request devices via reception or during phone calls with their child's tutor.
- In total, over 100 devices have been distributed to students who require them.
- Parents and carers may also request a mobile data dongle if they do not have access to broadband.
- Parents and carers have also been given the opportunity to request additional mobile data. These requests should all be made via reception.

If there are other extenuating circumstances that prevent students from learning at home, parents should let the Head of Year know so that teachers can be informed and support can be provided.

How will my child be taught remotely?

Students will access pre-recorded lessons to interact with on Satchel One. This will include:

- Regular video and audio input from classroom teachers
- Quizzes and spelling tests on Satchel One
- Online resources such as Tassomai, Duolingo, Vocab Express and Hegarty Maths
- Online lessons from the national remote learning provider Oak National Academy
- Work from literary texts, subject textbooks and workbooks
- Written work and assignments
- Where appropriate for the subject's curriculum, project based and research-based activities.

For the majority of their learning, students must submit their work online via Satchel one unless there is a curriculum-based reason for this not to be the case, for example, an extended project in Fine Art.

Our approach to online learning is under regular review, taking into consideration the need to both provide excellent education and provide the families in our school community with the flexibility they need to support them during the pandemic.

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?

Students should follow their normal school timetable as far as possible. To support this, we expect students to:

- be out of bed, dressed and have eaten breakfast, ready to begin work at 8.20am each day.
- check in with their form tutor via Satchel One
- follow their school timetable and complete work in the order that it is set.
- use 'prep' time to catch up on any work that is outstanding from that day.
- submit work completed at the end of each lesson and, at the very latest, by 4.20pm each day.
- take regular breaks in the morning, for lunch and in the afternoon.
- communicate with teachers via the comment function if they have any questions, are stuck or might be late submitting their work for whatever reason.

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

Parents or carers can monitor work set by teachers and completed by students on Satchel One. Students will have both a calendar and to-do list on their dashboard which outlines outstanding work. Parents or carers can turn notifications on for Satchel One on the app so they can be alerted to any work that has not been submitted.

Classroom teachers will be in regular contact with parents and carers where there is outstanding work in their subject area. Furthermore, Form Tutors, or in some cases another member of the pastoral team, will call home once a week to speak to both you and your child, to find out if there is anything the academy should be aware of, to check in on your child's wellbeing, and offer support where appropriate.

Where there are more serious concerns about a student's engagement with their online work, parents and carers will be contacted by their child's Head of Year or a member of the academy's leadership team to find out why work is not being completed and provide advice and support if needed. To ensure parents and carers are fully aware of the nature of the concerns, to prevent any individual student falling substantially behind in their education, and to ensure there is a clear record of the concerns to enable staff to put in place interventions when the students return to on site provision, text messages and letters via PAM Parent will also be sent.

How will you keep my child safe when they are working remotely?

We have full regard for Safeguarding and remote education during coronavirus (COVID-19) <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>.

Full details about the academy's approach to safeguarding and remote education can be found in Appendix 12 of the Mossbourne Federation's Child Protection and Safeguarding Policy found [here](#). The students receive their PSHCERSE lessons remotely, which have been adapted to have a greater focus on keeping safe online. In addition, please find below some links to helpful resources for parents and carers about how to keep your child safe online:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>

<https://www.pandasecurity.com/mediacenter/panda-security/parental-control/>

<https://www.net-aware.org.uk/>

<https://www.thinkuknow.co.uk/parents/>

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

<https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online>

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.

Teachers will follow the normal pattern of reading and marking student work regularly and providing feedback every four to six lessons. Students will be expected to act on this feedback, completing corrections and adding improvements as required by their teacher.

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 and carers of students with EHCPs or a high level of need on a case by case basis. Some of the ways we may support include:

- providing on site, in-class support from teaching assistants, where a student's individual risk assessment allows
- providing a weekly telephone call from the student's allocated Learning Support Teacher
- providing regular phone calls from teaching assistants
- access to bespoke resources for students scheduled to be seen by our Speech and Language Therapist (SALT)
- annual reviews continuing as scheduled, just remotely
- access to their individual online support programme for literacy
- individually differentiated work provided by SEN specialist staff
- receiving a call from a Learning Mentor to replace their usual face to face provision
- access to online resources for EAL (English as an Additional Language) families

REMOTE EDUCATION FOR SELF-ISOLATING STUDENTS

Where individual students 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 students 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?

- As above, work will be set for students via the Satchel One platform.
- If your child is well enough, they will be expected to continue with their learning at home.
- Students will be set work according to their normal school timetable, however, as teachers will also be providing lessons in school for students there, work might not be posted for the beginning of the day. Students can expect work by the end of the academy day at the latest.
- Teachers will be not necessarily provide personalised audio or video based resources for these individual students, however, teachers may use appropriate online resources to complement the work they have set.
- It is important that, as above, students get up ready to begin work at 8.20am each day and keep their school-work to regular hours.
- Students who are self-isolating should keep in regular contact with their classroom teacher via the comment function on Satchel One but should be aware that their teacher might not be able to reply to them as quickly as they might during a complete closure.
- Students will normally be asked to submit work to their teacher when they return to school so that the teacher can review this work, provide clarity or catch up and mark the work so that feedback can be given, however, for some lessons students will be asked to submit their work online. Students should read the instructions for each lesson carefully.