



REMOTE EDUCATION PROVISION: GUIDANCE FOR PARENTS

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.



AVANTI SCHOOLS TRUST

Distance Learning Principles	
Clear explanations, scaffolding and feedback	'Access is key' attendance tracked and addressed
Opportunities for Peer Interactions	Promoting independence and opportunities to practise/reflect
Meeting children's varying needs: Assessment (quizzing), gamification and engagement	

Principle	Evidence 'What this could look like'
Clear explanations, scaffolding and feedback	<ul style="list-style-type: none"> Learning and activities are 'chunked' – learning is broken down into steps and stages showing children the method and thinking of each step. Learners are supported through the use of scaffolding such as: visual aids (diagrams, images etc.), vocabulary support (word mats, modelled/worked examples, backwards fading). Challenges provide an entry level activity and progress in complexity (no glass ceiling on learner's abilities) Learning incorporates opportunities to assess retention and to encourage self and peer assessment. Use of low-stakes quizzing, gamification etc. within provision with teachers using this to inform future content.
'Access is key' attendance tracked and addressed	<ul style="list-style-type: none"> School's support all children to access distance learning and provide support where required. Learning is provided on a universal platform with access given to all. Learning and participation levels are closely tracked and addressed to ensure that any issues regarding engagement are discussed with barriers to learning removed.
Opportunities for Peer Interactions	<ul style="list-style-type: none"> Children are provided with opportunities to engage with their peers on both an academic and pastoral level. Within lessons and on online platforms children are provided with opportunities to collaborate, interact and discuss content.
Promoting independence and opportunities to practise/reflect	<ul style="list-style-type: none"> Learning content provides children with opportunities to use and apply what they have learned. Task design enables children to develop fluency and deepen understanding providing them with the time and space to develop independence and resilience.
Meeting children's varying needs	<ul style="list-style-type: none"> Learning and content is flexible – content and task design varies depending on subject matter. Teaching and planning consider how best to engage children with content through the use of: low stakes quizzing, games, discussion, debate, modelling, visual aids and scaffolding.

BLENDED LEARNING

The practice of using both electronic and online media as well as traditional face-to-face teaching. These two approaches will complement each other by using its particular strength so that the curriculum is delivered seamlessly.

Avanti Fields School's blended learning offer will be accessible to all, making the best use of school-based resources and technology to enhance teaching and learning and ensure continuity of the curriculum.

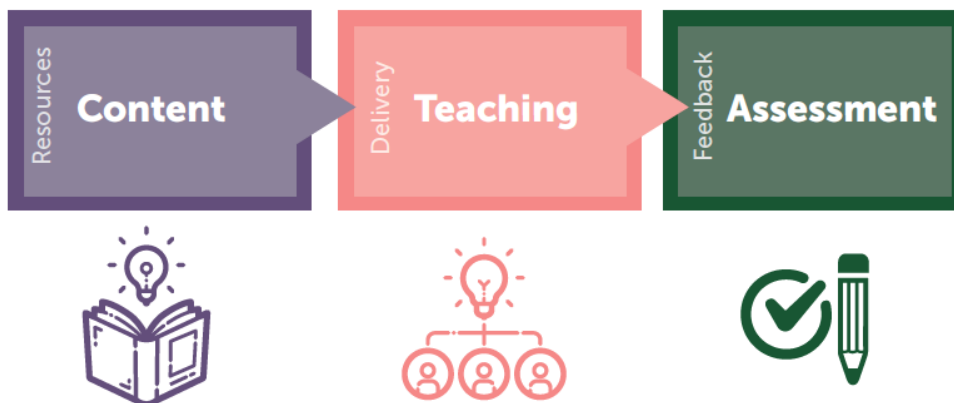
Blended learning will consist of a range of approaches including:




1. Face-to-face teaching with students in school
2. Online learning – resources, activities, screencasts or voice over PowerPoints delivered online via the Google Classroom platform. Subject specific online platforms will also be used in addition to work uploaded in Google Classroom.
3. Hard-copy and physical resources – paper packs and work booklets

REMOTE TEACHING

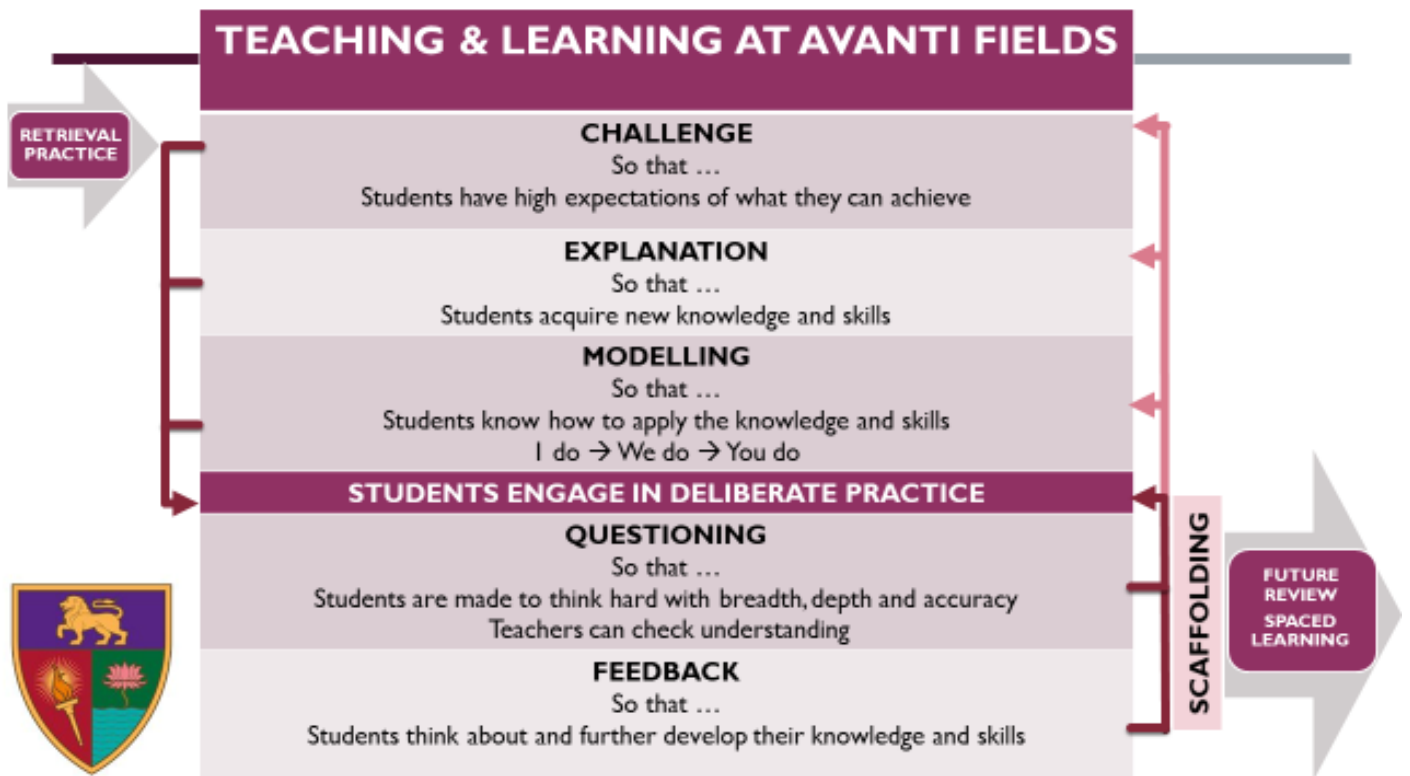
Remote teaching occurs outside of a physical classroom, which may be in a variety of formats facilitated through technology, including Google Classroom, Google Meet and subject specific online platforms. Remote teaching allows students to continue learning from home in the event of short term or long-term absence from school.

Our remote learning provision will focus on three core areas:



<h3>Content</h3>	<ul style="list-style-type: none"> Lesson contents will be uploaded to each school's website and linked or signposted towards the existing SOW and POS for each class or subject. Uploaded content will make use of existing technology to support retrieval practice and self-quizzing that might help pupils retain key ideas and knowledge Content uploaded will include some 'interactive' sessions using online resources and programmes such as Kahoot, BBC Bitesize 	
<h3>Teaching</h3>	<ul style="list-style-type: none"> All students will have access to at least two hours of 'live learning' per class or subject per week All students will have access to high quality recorded lessons (e.g. Avanti Summer School, Oak National Academy) 	
<h3>Assessment</h3>	<ul style="list-style-type: none"> Feedback from class and subject teachers will be available to all students via at least one 15/20 minute tutorial (5/6 students per group) using Teams/ Google Classroom per fortnight. Students will be provided with at least two 'instant feedback' opportunities via online programmes. 	

Avanti Fields School's remote learning offer will ensure students receive high-quality programme of remote teaching, accessible to all students, which follows the Principles of Instruction.

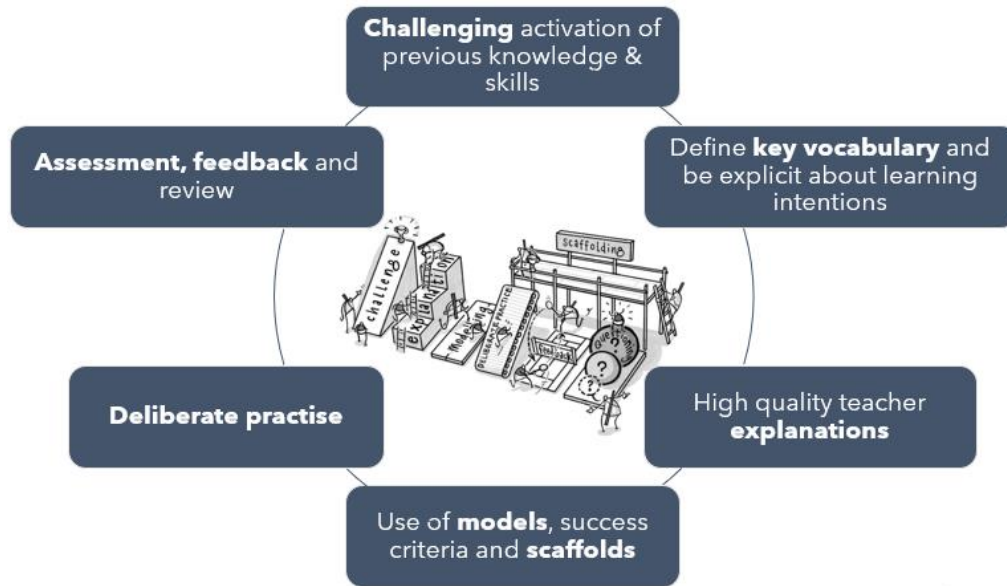


There will be a consolidation of prior knowledge and new content learning, focused on key knowledge and skills, broadly following the same sequence as face-to-face teaching of the curriculum.

Remote teaching will be uploaded via Google Classroom and students will have daily contact with tutors and subject teachers via Google Meet. Students should therefore follow their normal timetable each day.

High quality resources that mirror those used in face-to-face teaching where applicable and appropriate will break down learning into small manageable steps (avoiding long-term project work and/or internet activities). This will include use of videos, voiceover PowerPoints and screencasts, subject specific online platforms, and nationally produced resources (e.g., Oak National Academy resources, BBC Bitesize resources).

It is essential that what is learned at home aligns with what is taught at school – students will be set remote work that provides them the opportunities to practise what has been modelled for them in the classroom or on the videos and during Google Meets. Students will be expected to submit work for teachers to provide regular feedback and assess students’ learning.



AVANTI FIELDS SCHOOL: USE OF TECHNOLOGY

We recognise the importance of utilising technology to enhance our students’ learning. We understand the important role this will play in our students’ future preparedness for their next stage of learning and life-long opportunities.

We have a rich and diverse range of technologies, which our students access and are taught how to use these in lessons within the curriculum, including during tutor times. Technology will play a pivotal role in the recovery period and all future learning and communication with parents.

Students with SEN needs or who are new to English have been given support in using the technology during key lessons in the curriculum and provided additional support from Teaching Assistants.

Screencasts have been created for both staff and students which demonstrate how to use the technology.

AVANTI FIELDS SCHOOL: USE OF TECHNOLOGY

Please note some of the resources are specific to certain subjects

RESOURCES	USES
<p>Google Classroom https://edu.google.com/intl/en_uk/products/classroom/</p>	<ul style="list-style-type: none"> - Work is uploaded for students who are isolating or in event of local restrictions, for whole cohorts under the 'Classwork' tab for each subject. - Teachers will upload lesson resources to whole classes, enabling them to return to the lesson, revisit priory lessons and check understanding. - Feedback provided to students on the key pieces of tasks submitted. - 'Stream' function available for students to ask questions, and teachers and peers can answer questions. - Live Google Meets scheduled daily during tutor time and at least once a week for most subjects to provide additional support and guide students, address misconceptions, provide feedback and model responses to questions and tasks.
<p>Google Mote https://chrome.google.com/webstore/detail/mote-voice-notes-feedback/ajphlblkfppdpkgokiejbfohfohhmk</p>	<ul style="list-style-type: none"> - Chrome extension that allows teachers and students to add voice comments. - Teachers can send students verbal feedback to shared documents and assignments via Google Mote.
<p>Doddle https://www.doddlelearn.co.uk/app/login</p>	<ul style="list-style-type: none"> - Doddle provides a powerful science platform where teachers assign a variety of interactive presentations and engaging, self-marking quizzes for students. - All Doddle quizzes set are tracked, and student progress monitored to inform future planning.
<p>Quizlet https://quizlet.com/login</p>	<ul style="list-style-type: none"> - Curriculum-aligned practice questions, quizzes, flashcards and revision resources for various subjects. - Engagement in games through Quizlet live. - Quizlet tracks student progress and provides instant feedback on areas to focus on.

MathsWatch https://www.mathswatch.co.uk/	<ul style="list-style-type: none"> - Database of video clips and questions used for homework and signposted for independent students use. - All homework set is tracked and monitored by teachers.
DrFrostMaths https://www.dr frostmaths.com/	<ul style="list-style-type: none"> - DrFrostMaths provides an online learning platform, teaching resources, videos, and a database of exam questions. Used mainly with Year 9 classes.
Seneca Learning https://app.senecalearning.com/	<ul style="list-style-type: none"> - Offers a range of courses used to aid revision and retrieval practice.
Oak National Academy https://classroom.thenational.academy/subjects-by-key-stage	<ul style="list-style-type: none"> - Ready made lessons used to complement the teaching of the curriculum – includes video lessons, quizzes and a range of resources.
BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/	<ul style="list-style-type: none"> - Interactive resources covering the curriculum. Offers a range of videos, quizzes and practice activities. - Suitable for independent student use.
Kahoot https://kahoot.com/schools-u/	<ul style="list-style-type: none"> - An online quiz platform. - Can create, play and share learning games (kahoots) together with students and whole classes virtually.

DFE GUIDANCE ON REMOTE EDUCATION

Remote education expectations

Where a class, group or a small number of students need to self-isolate, or local restrictions require students to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of students are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources

- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as worksheets or booklets, for students who do not have suitable online access
- recognise that some students with SEND or EAL may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching students remotely, we expect schools to:

- set assignments so that students have meaningful and ambitious work each day across a range of subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding
- plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers

REMOTE LEARNING FOR A SMALL NUMBER OF STUDENTS WHO ARE SELF-ISOLATING

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.

1. Students who are self-isolating should **follow their normal school timetable each day.**

2. All work for the lesson(s) will be uploaded and accessible on **Google Classroom** via the **'Classwork'** tab or in the **'Stream'** with clear instructions.
3. The lesson will be reduced to approximately 30-45 mins, bearing in mind students take longer to complete the work when working independently at home. Where necessary, teachers will adjust the length of the lesson using feedback from students.
4. Resources will **support guided and independent practice**, focussing on effective self-study (with students using their normal exercise books and/or workbooks or booklets) and will normally include either a PowerPoint, worksheets or booklet. Some subjects will also upload online self-marking quizzes via subject specific platforms, e.g., Doodle, MathsWatch or Quizlet.
5. Students may also be provided the opportunity to join a live lesson via **Google Meet**; a link to join the Google Meet will be posted on the 'Stream' ahead of the lesson, as appropriate.

REMOTE LEARNING FOR A LARGER GROUPS, FULL CLASSES OR COHORTS IN EVENT OF A PARTIAL OR FULL CLOSURE

1. Students who are self-isolating should **follow their normal school timetable each day**.
2. All work for the lesson(s) will be uploaded and accessible on **Google Classroom** via the **'Classwork'** tab or in the **'Stream'** with clear instructions.
3. The lesson will be reduced to approximately 30-45 mins, bearing in mind students take longer to complete the work when working independently at home. Where necessary, teachers will adjust the length of the lesson using feedback from students.
4. Resources will **support guided and independent practice**, focussing on effective self-study (with students using their normal exercise books and/or workbooks or booklets).
 - a. A voiceover PowerPoint or screencast will be uploaded guiding students through the lesson instructions and explaining the purpose of the lesson(s) with clear success criteria.
 - b. New content will be presented in small manageable steps (I do) followed by worked examples (We do) with support prompts and scaffolding to offer plenty of guided practice. This could take the form of videos, voiceover PowerPoints or screencasts or nationally produced resources (e.g., Oak National Academy resources, BBC Bitesize resources).
 - c. Students will have the opportunity to apply their knowledge and understanding through independent practice (You do) – including exam questions, self-marking quizzes, essay writing, etc.
 - d. The work will be differentiated, either through scaffolding or through extension activities to stretch and challenge students.

- e. Regular feedback will be provided through Google Classroom (either written feedback or verbal feedback using Google Mote) or during Google Meets (either whole class feedback or with small, targeted groups in Google Meet tutorials).
5. Teachers will use their professional judgment as to how much of the face-to-face teaching will be assigned to review and consolidate and how much can be assigned to introduce new content and skills. New content may be delivered live during a short Google Meet to help improve student understanding.
6. Students will be provided opportunities to attend a live lesson or tutorial via **Google Meet**; a link to join the Google Meet will be posted on the 'Stream' ahead of the lesson.

REMOTE CURRICULUM

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 broadly 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 practical subjects including science, physical education, art, and drama.

The practical elements in each of these subjects will resume when students are in school for face-to-face teaching, following government guidelines.

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 5 hours each day. Students should follow their normal timetable each day to ensure they have a routine and are able to join the various Google Meets scheduled each day.

ACCESSING REMOTE LEARNING

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

All students will be provided with a Google Classroom username and password, allowing students to log in and access resources and upload work, post questions in the stream function and join scheduled Google Meets.

Students will have been given training during induction so that they are confident in using technology and learning from home. Teachers will demonstrate and support students with logging into Google Classroom and various technological issues. Screencasts will also be created for teachers and tutors to further support students with key functions on Google Classrooms.

Students will also have access to the screencasts, which teach students how to use Google Classroom effectively (e.g., upload work, check feedback, post questions on the stream, etc.).

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:

- The school will have surveyed students to ascertain which students have not got access to technology and will loan a laptop or Chromebook where possible.
- Tutors and teachers will continue to monitor which students have access to online access and/or a suitable device to complete work remotely. Any students without adequate technology at home will be provided a laptop or Chromebook and/or a dongle on loan where possible.
- Students who do not have online access whilst laptops / dongles are being organised for collection from school, will have the printed material posted to them.
- If students fall under the critical workers / EHCP / vulnerable category, they would be eligible a place at school to complete their remote learning and will be able to access online platforms using a school laptop.

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?

All students are expected to engage with remote education and our online provision. Students should complete and submit the work set by their subject teachers and attend all scheduled Google Meets.

We encourage parents and carers to support their child in establishing a routine at home, ensuring they follow their school timetable, taking breaks regularly and engaging in wellbeing activities.

Parents should contact the school if their child experiences technological issues or does not have access to internet or a suitable device to complete the home learning. A laptop and/or dongle will be provided in loan where possible. Printed work will also be posted home in the interim.

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

- Teachers will check and monitor engagement and provide support to those who have not engaged in remote learning.
- Teaching Assistants and teachers will make phone calls home to those students who are persistently not engaging.
- Tutors will also be following up non-engagement with their tutees.

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 students. 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 provide regular feedback on key work submitted via Google Classroom. This will take the form of short written feedback or verbal feedback using Google Mote.
- Additional feedback will be provided in small, targeted group Google Meet tutorials or as whole class feedback during a scheduled class Google Meet.
- Many subjects will also have self-marked quizzes via digital platforms, including Doodle, MathsWatch, Quizlet, Seneca and Google Forms.

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 to support those students.

The Teaching Assistants will provide support to EHCP, key SEN K and EAL (new to English) students. The Teaching Assistants will join the Google Meets and/or schedule additional Google Meets to support EHCP, SEN K and EAL students with their remote learning.