



Online Learning Statement: Information for parents

Avanti Hall School

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if 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.

1. The remote curriculum: what is taught to pupils at home

- a. What should my child expect from immediate remote education in the first day or two of pupils being sent home?
- b. 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?

2. Remote teaching and study time each day

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

3. Accessing remote education

- a. How will my child access any online remote education you are providing?
- b. If my child does not have digital or online access at home, how will you support them to access remote education?
- c. How will my child be taught remotely?

4. Engagement and feedback

- a. What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?
- b. How will you check whether my child is engaging with their work and how will I be informed if there are concerns?
- c. How will you assess my child's work and progress?

5. Additional support for pupils with particular needs

- a. How will you work with me to help my child who needs additional support from adults at home to access remote learning?



6. Remote education for self-isolating pupils

- a. If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?
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1. 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.

- a. **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

Pupils will have their normal timetable delivered through Google Meets. All learning materials will be shared on the Google Classroom. Teachers may direct pupils to other platforms, e.g. IXL, GCSE Pod or Maths Kitchen, but this will all be communicated through the virtual classroom. Lesson timings will remain the same as during the normal school day. Detailed information can be found on our website:

<https://avanti.org.uk/avantihall/school-life/school-day/>

- b. **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.

2. Remote teaching and study time each day

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

In line with the DfE's guidance to schools, all children in KS1 will be provided with 3 hours of learning content, for KS2 this extends to 4 hours.

For pupils in KS3 and KS4 they will be provided with 5 hours of learning each day.

Children in EYFS will also be provided with online learning via Google Classrooms. This will relate to the Early Years curriculum areas with the above-named live sessions. There is no requirement for a specific amount of learning time for each day at this age range, but we encourage children to engage with as much as they can to ensure their learning is maximized whilst learning remotely.



3. Accessing remote education

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

All learning will be delivered through the Google Classroom portal.

The guide and class codes can be found at the links below:

<https://avanti.org.uk/avantihall/google-classroom-guide/>

<https://avanti.org.uk/avantihall/parents/virtual-learning/google-classroom-codes/>

b. 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:

1. We can loan a tablet device to support children to access teacher instruction.
2. If you are eligible, a DFE funded Chromebook will be provided.
3. Contact the school and register a place through Arbor to attend the provision if eligibility is agreed by the Principal.
4. A request of hard copies can be collated and sent to families where none of the above strategies would be appropriate.

c. How will my child be taught remotely?

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

- Live teaching (online lessons) and resources shared through the Google Classroom. See the guide for more information.
- Recorded teaching. (e.g. Oak National Academy, video or audio recordings)
- Printed paper packs.
- Commercially available websites, school registered apps or guided educational video links or subject specific pages.



4. Engagement and feedback

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

We encourage the children to engage with the work set daily. There will be circumstances, which we should be made aware of, which may result in children not taking part as fully from time to time.

All other work will be reviewed and will help to support the conversations and feedback given in the small group feedback sessions. For Secondary pupils, we expect all children to engage with all live sessions and encourage children to take part in and engage with all learning content. Teachers will monitor engagement levels and will contact home where learning is not being submitted to ensure the pupil is receiving all the necessary support to complete their learning.

We understand that these are difficult times, and the involvement of parents may be limited. We fully respect that parents may not be able to work with the children and we do not expect this. Where this is possible it can be of a great help. Our minimum expectation is that parents encourage the children to do their very best work and engage in what is provided

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

During online learning teachers are continuing to take registers and marking where pupils are in school, remote learning, absent or have notified us that they are ill. These are monitored each day by the class tutor and parents are called if we are concerned.

Class teachers or tutors also carry out weekly welfare checks and note down any concerns that are raised so we can support families. If we have concerns, phase leaders or a senior leader will make contact to discuss further support.

c. 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:

1. Live feedback in the Google Meets live lesson. Teachers may question pupils or ask pupils to demonstrate their understanding or key learning through formative assessment.



2. Personal Learning Checklists (PLC). Pupils will be asked to RAG rate their understanding of topics by updating their PLC at specific points within the learning sequence.
3. Online platforms: If a teacher sets a self-marking piece of work through a platform like GCSE Pod, Maths Kitchen or IXL, pupils will get immediate feedback on their learning.
4. Recall quizzes: Some quizzes are marked and returned to pupils with their recall answers.
5. Feedback overview sheets
 - A) Primary – Each week pupils will receive an overview of feedback from the class teacher, unpicking misconceptions and giving a feedforward task to develop areas of learning. This will be for English and Maths.
 - B) Secondary – Every 4 – 6 lessons teachers will provide a whole class feedback sheet, addressing key misconceptions and giving a feedforward task to develop the next steps in learning.

5. Additional support for pupils with particular needs

a. 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 EHCP's will be invited to attend school but if this does not happen then there will be regular contact between the SENDCo and the family (3 x weekly minimum).
- Guidance will be sent out to parents of SEN pupils on how to help their children learn whilst at home
- Guidance will be sent to staff on how to differentiate work for pupils remotely.
- Separate google classrooms will be set up for pupils who require extra support.
- 1:1 intervention sessions will take place for pupils where required.
- Differentiated work will be provided for pupils with SEN.
- Parents and carers will be encouraged to contact the SENDCo or class teacher to make extra arrangements for SEN pupils if required.



6. 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.

In this case, all work set in lessons will be uploaded to the Google Classroom environment. For primary pupils, the class teacher will arrange a Google Meet with the pupil to guide them through the work and follow up on any questions. For secondary pupils, the phase lead will contact the pupil at the beginning of each day to ensure that access to the Google Classroom can be made.

If a pupil is unable to access the Google Classroom, the school will ensure hard copies of work are sent home.