

Kenton School 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 if local restrictions require entire cohorts (or bubbles) to remain at home.

This template was provided by the Department for Education and completed to detail the provisions of Kenton School, Newcastle upon Tyne.

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?

We will have clear instructions as to the work to be completed on the [Kenton Learning Zone \(KLZ\)](#). Instructional videos of how to access work in both the short and long term are available in the User Guides section.

When given notice of a closure or when we know large groups are being sent home, we will provide students with exercise books in which to complete their work.

In the event of an unexpected closure we will direct students to reading focussed activities built around [The Day](#) for the first 24-48 hours until Learning Plans have been added to Lockdown folders. Developing reading skills and cultural capital are key elements of our school curriculum.

When sending students home to work we will check that they have IT facilities that they can use to access the KLZ. We will distribute laptops and dongles as required.

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?

For students working remotely:

- We teach the same meaningful and ambitious curriculum remotely as we do in school. However, we have needed to make some adaptations in some subjects. For example, some practical subjects such as technology will need to set different work to that which students would have been completing in specialist rooms.
- Students will use the PowerPoints and other resources that would have been used in class. These will have been enhanced with additional voiceovers and videos to give expert explanations and clear emphasis of key learning points. Voice overs will be recorded by members of the school staff to provide expert teaching of new knowledge. The videos have been recorded by our staff or sourced from a range of sites including the [Oak National Academy](#), [Greenshaw Learning Trust](#) and from trusted high quality subject specialists.
- All aspects of the Kenton Learning Cycle will be present in remote lessons.

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:

Secondary school-aged pupils not working towards formal qualifications this year (Years 7,8,9,10 and 12)	Students should complete lessons on a normal timetable. They should expect to spend 60 minutes on each of their five lessons.
Secondary school-aged pupils working towards formal qualifications this year (Years 11 and 13)	Students should complete lessons on a normal timetable. They should expect to spend 60 minutes on each of their five lessons. We would expect students preparing for exams to also continue with their revision programme using Kenton Revise strategies (details on the KLZ).

Accessing remote education

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

Our online learning will be available at the Kenton Learning Zone. There are user guide videos and parent quick start guides in the resource folders. In the event of a lockdown or partial closure form tutors will contact all of their tutees to check that they can have successfully accessed the KLZ.

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:

In the event of a lockdown or partial closure, form tutors and Year Leaders will contact all students to check that they can access the KLZ. Students identified as not having the facilities to access the KLZ will be provided with a laptop and/or devices that enable an internet connection (for example, routers or dongles) from the Department for Education (DfE). This provision is subject to there being sufficient stock in school. Should a child's situation regarding access to the KLZ change over the period of a closure, this will be picked up and addressed during ongoing weekly form tutor calls.

If children are self-isolating and cannot access the KLZ, students/parents should contact their child/ward's form tutor or Year Leader who can arrange for the loan of a laptop or dongle. Any loan of equipment is dependent on sufficient resources having been provided by the DfE and is subject to parents/carers signing a contract with the school committing to the return of equipment in full working order.

How will my child be taught remotely?

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

- Students will follow a normal timetable
- For each lesson they will go to the subject folder in the KLZ, open the Lockdown folder for their year group and complete the work they are directed to
- Lessons will be in the form of resources used in class with additional recordings and expert explanations
- Students should complete written work to practice skills and consolidate learning of key knowledge
- Our approach to remote learning has been informed by existing best practice and evidence including, but not exclusively, the [Education Endowment Fund](#) research analysis
- In Years 11-13, on demand lessons will be supplemented by live tutorials enabling student:teacher interaction.
- Students will attend a daily live form session each morning.

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?

- We expect all students to engage with remote education just as we would expect all students to attend and engage with learning normally.
- We ask all parents/carers to support children with their education by providing a quiet place to work and checking they have completed work for their timetabled lessons that day.
- This [video](#) and this [checklist](#) can help support students with effective learning routines

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

- Each day will start with a live form session followed by a short literacy or PSHE video to watch on [GCSE Pod](#). The daily record of who has logged on to these will be one way in which we track daily engagement. Failure to log on will result in a parental text and calls will be made to parents of students repeatedly not logging on so we can work with them to support all students.
- In the event of a full or partial closure, every child will be contacted by phone at least once in the first week to discuss their wellbeing and work. Following that students not attending live form sessions will be contacted to ensure they are safe and well and to address any barriers to learning.
- Children will be provided with the email addresses of their teachers so they or parents can ask for clarification if needed. They can also submit any work they complete via email for acknowledgement and celebration.
- In the event of closure, online learning will be supplemented by quizzes (MS Forms, GCSE Pod) allowing teachers to monitor engagement, assess progress, plan future learning and contact parents/carers if they have concerns regarding engagement.

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:

In the event of closure we will have three tiers of feedback

TIER 1

- All lessons contain opportunities for self-assessment against answers or clear success criteria.
- Children will be provided with the email addresses of their teachers so they or parents can ask for clarification if needed. They can also submit any work they complete via email for acknowledgement and celebration.

TIER 2

- Online learning will be supplemented by quizzes (MS Forms, GCSE Pod) allowing teachers to assess progress, plan future learning and contact parents/carers if they have concerns regarding engagement. This is consistent with our school focus on retrieval and low stakes quizzes as a powerful tool for consolidating memory of key knowledge.
- Many of the GCSE Pod and MS Forms quizzes will give instant feedback to students and direct them to appropriate next-steps videos. Teachers will also provide individual or whole class feedback in response to extended writing answers. They will do this GCSE Pod, by adapting future lessons or by sharing whole class feedback via email.

TIER 3

- Students will complete key pieces of work identified in each subject's scheme of learning. Teachers will provide individual or whole class feedback on these just as they would if school were fully open
- Students on examined courses will also be expected to submit coursework online to which teachers will respond with written comments or whole class feedback.
- Retrieval activities on the return to school will allow teachers to assess how well remote learning has been understood and to plan accordingly.

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:

- Differentiated activities will be provided in lessons. For students in our Acceleration classes work will be in the Project folder of the Subjects part of the KLZ.
- Key staff will contact the parents/carers of students with SEND to support and encourage students to engage with remote learning.
- As appropriate, SEND and EAL students will continue with their language development using the [Lexia Core 5](#) programme.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, students are expected to contact their teachers directly via email. Their teachers will direct them to appropriate resources on the KLZ so they can keep up with their content other students are covering in school. A video guide is available at www.tinyurl.com/klzselfisolation

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

Students who are self-isolating will follow a normal timetable and cover the same sequenced curriculum as their peers in school. They will have access to their teachers via email.

Mr Stoddart (Vice Principal) is the senior leader with overarching responsibility for the quality and delivery of remote education.

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