

Remote education provision: information for parents

This information is intended to provide clarity and transparency to students and parents 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.

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. When and where we deem it appropriate to change timetables students and parents will be informed in a timely manner.

What should my child expect from immediate remote education in the first day or two of students being sent home?

From 5 January 2021, all students in KS4 & 5 received live lessons online that followed their normal in school timetable. Students in KS3 received learning via Oak Academy. This was to allow time to provide suitable devices to all students to enable online learning. School laptops had been pre-prepared for this eventuality by reconfiguring them to work off site if required.

From 7 January 2021, a full curriculum was available online for KS3. This included at least two live lessons per day.

Based on student's feedback and teacher analysis, this timetable was revised on 8 February 2021, to improve engagement at KS3 by ensuring all lessons can now be offered live. This is because of the increasing distribution of suitable laptops and 4G devices where WIFI connectivity is poor.

Once we return to onsite teaching, any student self-isolating will be able to continue accessing their learning through Google Classroom. We also aim to broadcast live elements of some lessons where operationally possible.

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 practical subjects or where there are significant practical aspects (e.g. Drama, DT, PE, Art etc)

We have also been able to add some subjects that were not possible due to the strict bubble system in place onsite (e.g. Music in Y7).

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 the following number of hours each day:

Key Stage 3 and 4	The timetables shown on our school website show each year group has a minimum of 5 hours lessons per day. On Monday, this includes a Community assembly, Learning Conversation and independent learning tasks set by subjects via Google Classroom. On Monday student are set work (including PSHE) to work on independently. From Tuesday to Friday there is a full timetable of live lessons for each year group.
Key Stage 5	Students follow their normal timetable and are expected to apply to same number of hours to their study as they would in school. Lessons on Monday have been re-timetabled to enable all students to attend a Sixth Form assembly and small group Learning Conversations

Accessing remote education

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

All students will access their lessons and work via *Google Classroom*. Remote, face-to-face sessions will be held using Google Meet.

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:

All students have access to a laptop who require one and can book these via technical@ntc.kent.sch.uk.

In addition, we have been providing 4G devices for those who have poor or no broadband connection at home.

Students/parents collect in timed slots onsite, or where they cannot get to school we can arrange for devices to be dropped home when safe to do so.

How will my child be taught remotely?

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

All students follow the timetable shown on the *Home Learning* pages of our website. Lessons start with a live launch via *Google Meet*, where a teacher will explain the context of the lesson and learning outcome, plus cover any new content. Students are then set learning tasks to develop their understanding via *Google Classroom*. Teachers will remain online (though not necessary in a *Google Meet*), to respond to questions and support where required. All work set is formatively assessed and used to plan the next steps in learning. Students will receive regular feedback (individual and whole class as appropriate) on their work. Teachers record engagement on a daily basis, and this is reported back to parents on a weekly basis.

Engagement and feedback

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

Students are expected to attend all lessons on their timetable. Engagement is recorded across all subjects and year groups and reported to parents on a weekly basis.

Students do not need to have their camera or microphone on in a live lesson and priority for engagement is given to a student's engagement with the tasks set via *Google Classroom*. This is to emphasise that simply attending a live lesson does not constitute learning. Students need to demonstrate they have learnt through the work they produce.

We expect parents to contact school if students are not able to access online lessons, either due to ill health, issues with IT or for any other reasonable issue. We will then support as appropriate.

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

Teachers monitor students' work on a daily basis as they would in school. This is both during the lesson and when work is marked. It is vital students submit their work via *Google Classroom* to enable this. Some subjects also use online systems to formatively assess students' progress (eg. Maths, Science and MFL)

Data is centrally recorded on a weekly basis so we can identify issues and trends where lack of engagement or poor quality work is an issue for individuals or across a subject. Appropriate actions are then put in place.

Learning Coaches and members of Support Staff will contact home for students whose work has fallen below the standard we expect or where engagement is poor until the situation has improved. They will work with parents and students to coordinate any interventions required.

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 student work is as follows:

A variety of methods of feedback and assessment are used:

- In lessons via: *Google Meet* (both audio and using the chat function), *Google Forms*, *Google Classroom* and other linked platforms such as *Jamboard*.
- Larger scale assessed pieces set as assignments via *Google Classroom* to enable students to demonstrate deeper understanding.

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 to support those students in the following ways:

EHCP Students: Where a student has an EHCP, they have the right to come into school under the vulnerable students element, Kent County Council have stated that this is not essential, so long as the student is engaging with their learning and being supported. NTC have, therefore, committed daily video calls of 30 minutes to each EHCP student with their key worker. These will cover any learning that they need support with, support with accessing online lessons and other issues that may arise.

SEND Register: NTC have committed to virtual weekly or bi-weekly video calls to students who would have had a GSA in school, to support with any learning or accessing online learning. In some cases, where students would not normally have in school support but are on the SEND register, we have also provided video. This is on a case by case basis.

Interventions: NTC are still committing to and delivering virtually our corrective reading programs. Dyslexia support and math interventions are also still running online.

Assessments: NTC are still committed to supporting families and young people in the assessment process, in line with Kent County Council we are still able to access our local offer and continue to do so where it is deemed appropriate.

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?

When in school, work is still set and monitored via Google Classroom. Students can access this at home as well as school.

Following the latest lockdown we have also purchased a number of webcams so staff will be able to share the launch of their lessons via Google Meet as they are now to ensure no student is left behind due to self-isolation.