



# Colton Hills Community School

**Confidence. Happiness. Courage. Success.**

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Community School**

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## THE REMOTE CURRICULUM: WHAT IS TAUGHT TO PUPILS AT HOME

This guide outlines our provision of remote education for all students at Colton Hills Community School when this is necessary. Whilst we hope very much to have students in school at every possible point, remote education has been necessary at times for individual students, whole classes, whole year groups and even the whole school during periods of national closure.

We are committed to providing a robust and consistent remote curriculum to ensure that our students have every opportunity to continue to make progress in difficult circumstances. We continue to ask for all of your support in ensuring that we are as successful as we can possibly be in this aim.

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

When students are sent home, they will be supported by their Knowledge and Assessment Organisers, which they are provided with in every lesson. These will give students activities that they can engage in immediately, allowing them to keep up with their studies even if there is not live teaching being offered straight away.

### 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, practical subjects such as PE, performing arts, design technology and art rely on specialist spaces or equipment which students do not have at home, so we have worked on theory-based approaches that will allow students to continue to engage in the subject when learning from home.

In most cases, we continue to follow the planned curriculum as closely as possible and have published this curriculum on our website for you to follow along with.

## 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:

Key Stage 3 and 4	<p>We are continuing to offer a full curriculum throughout the school day, so all students will be offered 5 hours of remote learning each day, plus independent study, and homework opportunities.</p> <p>The time spent on remote education should very much mirror the expectations of the school day</p>
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Key Stage 5	<p>All A Level lessons and BTEC subjects will have a live teaching offer, and therefore we will be offering up to 5 hours per day, depending on whether students have a full day of classes or not.</p> <p>In addition, there should be significant independent study set and available for students to work throughout the school day and beyond</p>
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## ACCESSING REMOTE EDUCATION

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

The main mode of delivery of our online curriculum is through Microsoft Teams. Teams has been used at Colton Hills for a number of years and is well-embedded within school life. Students are used to using it, and have been given training and support in getting the most out of it.

Additional platforms and resources that we use with our students include Seneca Learning, MyMaths, Accelerated Reader and Bedrock Vocabulary, and all students have been provided with access to these resources to support their learning.

### 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:

We are committed to supporting all our families with access to our digital curriculum and have been engaged in supporting them with devices throughout the closures of school. We have worked with local and national partners to access all available devices and get them to families most in need of support.

The pastoral team, led by Mrs Jackson and Mrs Fox (Assistant Headteachers – Pastoral), have been organising the distribution and delivery of devices and access to the internet where possible, and should be contacted in the first instance to enquire further about how we might be able to offer further support where needed. Their email addresses are: [rjackson@coltonhills.co.uk](mailto:rjackson@coltonhills.co.uk) / [kfox@coltonhills.co.uk](mailto:kfox@coltonhills.co.uk).

In addition, we can offer offline support for families where digital access is still challenging. We have distributed large amounts of work packs, Knowledge and Assessment Organisers, supplies and equipment to support our learners. In addition, should students be unable to submit work digitally, they can do this by delivering or posting work to school so that feedback can be given to maintain student progress.



## How will my child be taught remotely?

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

As the closures of schools have become more frequent and the pandemic has continued, we have significantly developed and improved our remote teaching. We believe that some live teaching, underpinned by quality resources and supported by other approaches where necessary, is the best way to motivate and engage our students to complete work and stay on track.

All lessons on the timetable have some live taught element, with teachers expected to give a clear introduction, share the aims and objectives of the lesson, share success criteria for work to be completed and to be available to answer questions and support students. This does not mean that all lessons will be taught fully live, and students should be expecting to have some parts of their lessons where they work alone or independently on work set by their teachers.

We support this live teaching with our Knowledge and Assessment Organisers, which are paper-based resources that students are provided with in all lessons. Teachers will often refer to these in lessons and guide students towards resources and tasks in these booklets to support the live teaching taking place.

Finally, we use a range of other online platforms to support our teaching, including resources from national programmes such as the Oak Academy, commercially available websites, digital platforms paid for by the school and more.

## 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?

Our expectations are that students are awake, ready, and prepared for live learning to begin at 8.30am each day, and that students should engage in all lessons. We have designed the day to encompass appropriate breaks and also breaks from screen time, meaning that there is no reason why students should not be able to engage with each lesson and a form period at the end of the day.

We also ask for your support in ensuring that students continue to have strong routines such as consistent bedtimes and meal times, which will always support engagement and focus. In addition, having a specific, consistent work space for remote learning is really important. We know how difficult this can be with parents and guardians working from home themselves, or having multiple children in the same place during the day. However, having a quiet and focused working environment wherever possible will make a huge difference in the success of remote learning.

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



Registers are taken for all live lessons, and the attendance team will be using phone calls and text messages to inform you immediately about lack of engagement with remote learning. We ask that you respond to these by encouraging participation and making sure that students are always engaging in their education.

In addition, we aim to be sending out weekly reports of engagement in our remote curriculum using our reporting tool, Go4Schools. This should give all parents and guardians a snapshot of how engaged their child is with their online learning and allow them to take steps to continue to improve this over time.

## 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:

Students should be set work regularly as part of their lessons, and teachers will be using a range of approaches to assess progress, both informal and formal.

Live teaching will feature live assessment where possible, with teachers using questions and tasks to be able to assess whether students have understood ideas, much as they do in school. These are an important part of our feedback policy.

In addition, work set and submitted by students should receive feedback from our teachers. This could take the form of formal marking but may equally be fed back through comments in Teams 'chat' messages or other digital approaches which are suitable. Formal assessments will be arranged later in the term if school is once again closed for an extended period, particularly for exam year groups.

## 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:



We continue to offer tailored provision and support for all of our SEND students, as well as the additional support that our SEND team would offer within the day-to-day school experience. This provision is co-ordinated by Mrs Allen (SENDCo), and she should be contacted for any further information that is needed (sallen@coltonhills.co.uk).

We have ensured that there is consistent contact between our SEND team and our SEND students, and that students with acute needs (such as those covered by an EHCP) are provided with a specific provision that suits them. This includes the differentiation of resources and activities by our Teaching Assistants to make them as accessible as possible remote learning.

Our Teaching Assistants continue to attend the live lessons to which they are timetabled, and can then offer support via Microsoft Teams, to ensure that all SEND students receive the support and guidance to which they are entitled.

## 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.

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

By necessity, provision will look somewhat different for students who are self-isolating away from their peers, due to the challenges of offering both in-school and remote provision at the same time. There may be the option of joining lessons remotely, but this will not be in all cases.

When students are self-isolating, their priority will be to use their Knowledge and Assessment Organisers to continue to study topics that are being taught in school. They will receive messages from their teachers to tell them what they should be working on, and this will be co-ordinated and chased by the Success Leader relevant to each year group. They should also proactively message teachers to ask for more support whenever they need it.