

Devizes 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.

For details of what to expect where individual pupils are self-isolating, please see Section 6.

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

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

Students will need to access work on the VLE which has been set subject by subject, week by week. They can access this provision here: <https://intranet.devizes.wilts.sch.uk/>

1.2 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, during practical subjects where it may not be possible for students to complete exactly the same work at home as they would in school due to logistical issues. (e.g. team sports in PE, use of machinery in DT Resistant Materials, composition in music, etc).

Where this provision does not match exactly, the closest possible learning is in place and information about how this will work is on the VLE or via Show My Homework - SMHW (also known as SatchelOne)

2 Remote teaching and study time each day

2.1 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 (KS3 – Yrs 7, 8 & 9)	4 hours +
Secondary school-aged pupils working towards formal qualifications this year (KS4 & KS5 – Yrs 10, 11, 12 & 13)	5 hours +

3 Accessing remote education

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

There are 3 main forms of provision for students:

1. The school's VLE platform <https://intranet.devizes.wilts.sch.uk/>
2. Your child's individual Show My Homework - SMHW (SatchelOne) section
3. Your child's individual Microsoft TEAMS account

For some subjects, they may refer you to additional websites such as Hegarty maths (maths), VocabExpress (Modern Languages) etc but this will be made clear through SMHW.

3.2 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:

For students or families where access to technology is an issue, we ask you to contact remoteteaching@devizes.wilts.sch.uk so that:

- we can lend any available laptops or other suitable devices to families
- we can source dongles and data SIM cards for those who can benefit from them
- Pastoral Leaders, TAs & the SENCo can provide printed materials for students for whom online access is a persistent problem and not able to be resolved above with stamped addressed envelopes provided for return of work to their teachers

In all situations above, priority will be given to disadvantaged students (including those in receipt of Free School Meals) and those with SEND (EHCPs)



3.3 How will my child be taught remotely?

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

Our remote teaching approaches include:

- live teaching (online lessons via TEAMS through sign in using Devizes School email addresses only), using a range of resources and digital platforms where it is practically possible – this method is used when an entire class or year group is not in school & is the most commonly delivered form of remote teaching
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) – accessed via SMHW (SatchelOne or the VLE) – this method will be used in the event that live teaching on TEAMS is not practically possible
- Subject by Subject, Week by Week sequences of learning using teacher resources as well as commercially available websites including video clips or sequences and BBC Live lessons available on the VLE – this method will be used where small numbers of students in a class are self-isolating or to supplement work when live teaching on TEAMS is not practically possible
- printed paper packs produced by teachers (e.g. workbooks, worksheets) & textbooks and reading books students have at home or long-term project work and/or internet research activities – this method will only be used where online access is persistently an issue or is designated as the best mode of learning for a student e.g. due to SEND

4. Engagement and feedback

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

We realise that supporting students with their learning at home can be challenging. However, we have high expectations that all students will engage with all live teaching and school provision for learning and that families will contact us immediately if access to technology is preventing this from happening. (remotelearning@devizes.wilts.sch.uk)

- students should attend all live lessons scheduled via TEAMS (information will be visible to parents via SMHW (SatchelOne)
- We ask parents to follow the video guidance on our website to support their children to access their work (including the setting of routines at home) and contact us immediately if there are issues with attendance (e.g. if a child is ill or unavoidably absent, contact absence@devizes.wilts.sch.uk)
- for all year groups (including 6th form), to support pastoral wellbeing and year specific information (e.g. the options process) they must also attend their daily tutor sessions/weekly assembly at 10.15am via TEAMS



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

We will monitor attendance and participation in work on a daily / lesson by lesson basis and will contact home each week by phone or email if we have concerns.

- for every live TEAMS lesson, teachers take a register using our Edulink platform and will identify and record students who are absent
- within this register, any positive rewards as well as negative behaviour issues will be reported, which all parents continue to have access to
- if a teacher feels that work submitted is not at an appropriate standard, this will be communicated via Edulink and any persistent issues will result in more direct contact home either via email or phone.

4.3 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:

All students will receive feedback on their work at least weekly (for core and foundation subjects) and at least half termly for subjects which are more project based, involve more practical teaching or which have considerably less teaching time (e.g. drama, music, DT)

- Use of OneNote and Assignments in TEAMS
- verbal feedback and short written statements via all live TEAMS lessons and the chat function
- Response to work that has been submitted by email or on SMHW (SatchelOne)
- Use of online self-marking quizzes or programmes (e.g. Hegarty maths, VocabExpress, MS Forms, SMHW quizzes)

5. Additional support for pupils with particular needs

5.1 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:



- All of our TAs and Specialised Learning Faculty act as key workers for our most vulnerable SEND students and contact them weekly to check on progress and address any concerns
- Work is differentiated which includes the delivery of learning (use of workbooks and printed materials is more appropriate in some cases)
- our most vulnerable SEND students (e.g. those with EHCPs that meet the eligibility criteria) are invited to work in school

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.

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

As mentioned above in section 3.3, students who are self-isolating will have access to the following, depending on circumstance:

1. If a whole class or group is absent, students will be taught using live TEAMS lessons where practically possible
2. If a significant number of students are self-isolating from any single class, it may be appropriate for a live TEAMS lesson (which includes students who are present in school) to be taught (a Blended Live lesson) – this is at the discretion of the school
3. Where a small number of students are self-isolating or a live TEAMS lesson is not appropriate, students should access the work on the school's VLE which has detailed sequences of learning set out subject by subject, week by week for completion and submitted either via SMHW or when the child returns to school
4. If access to technology is an issue, please refer to the section 3.2 above

