

Remote Education Guidelines

DfE Expectations	Our remote learning practice
<ul style="list-style-type: none"> ● set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects 	<p>A full timetable is being run remotely and all teachers are delivering live lessons via Google Classroom, Meet and Chat.</p> <p>Where this is not possible due to illness, asynchronous teaching is being used in a blended approach through Google Classroom.</p> <p>All teachers are setting additional self directed study via Google Classroom, as per our normal expectations if they were attending in person.</p> <p>College data captures are running once per half term.</p>
<ul style="list-style-type: none"> ● set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: primary: 3 hours a day, on average, across the school cohort secondary: 4 hours a day, with more for pupils working towards formal qualifications this year 	<p>A full timetable is being run remotely and all teachers are delivering live lessons via Google Classroom, Meet and Chat.</p> <p>Where this is not possible due to illness, asynchronous teaching is being used in a blended approach through Google Classroom.</p> <p>A minimum of 4 hours of self directed study is being set per subject per week.</p>

	Students will continue to participate in their timetabled life skills programme.
<ul style="list-style-type: none"> provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos 	<p>A full timetable is being run remotely and all teachers are delivering live lessons via Google Classroom, Meet and Chat.</p> <p>Teachers will engage students through providing a clear explanation of the objective of tasks and learning experiences to achieve the appropriate outcomes.</p>
<ul style="list-style-type: none"> have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern 	<p>Teachers are using their normal methods of tracking engagement in class, with contact home via email, then phone and finally a letter via recorded delivery, as per our normal procedures.</p> <p>The college is keeping a record of weekly 'engagement checks' outlining how a student is participating in remote lessons:</p> <ul style="list-style-type: none"> Fully engaged Partially engaged Not engaged Illness or exceptional circumstance <p>Faculty Leaders monitor and discuss these records on a weekly basis and develop relevant individual strategies.</p> <p>The standard S6C Student Discipline Policy is being followed.</p> <p>Google and SchoolPod's Markbook is being used to track additional information on student grading to assist in assessment.</p>
<ul style="list-style-type: none"> gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or 	<p>The focus is on high quality remote teaching and learning through normal lessons delivered remotely. Lessons are running live and teachers are using standard techniques to direct questioning and feedback.</p>

<p>whole-class feedback where appropriate</p>	<p>Teachers have had further and ongoing training on how to increase remote interaction in lessons using Google tools such as Jamboard, breakout rooms, Forms etc.</p> <p>All work is being submitted electronically via Google Classroom and marked using the system as per normal lessons.</p>
<ul style="list-style-type: none"> enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding 	<p>Live lessons mean that students can ask questions in real-time if they need support.</p> <p>Normal teaching is happening remotely in all lessons and teachers are making appropriate adjustments to work and assessments as they normally would in class.</p> <p>Those students with specific needs have the facility to be onsite to complete work which is supervised by members of the teaching team. This is coordinated through the Pastoral Lead and relevant checks are in place.</p> <p>Teachers and students continue to have access to the learning mentor both remotely and in college.</p>