



Remote learning - A guide for Parents and Carers

Extensive remote learning is a very new way of working for students, teachers and parents. Our staff are committed to supporting students as they continue their education remotely, but we must all recognise that **home learning cannot replicate the experience in the classroom.**

During this period of school closure, **the 'normal' curriculum cannot be followed in the usual way.** We do not expect parents/carers to be teachers; this is not home-schooling. We know many of you are working full-time from home, and may yourself be faced with a new way of working and dealing with the many challenges facing your business.

It is likely you are now seeing far more of your child's work than you have done since they started secondary school. Please be mindful that all work is set by our outstanding subject specialist teachers; **tasks and activities will vary enormously between subjects**, as will the way in which work is assessed. We ask that you trust our teachers to provide work that is appropriate.

Don't worry if the work set focuses on consolidation of prior learning; this is not wasted time. Indeed, it is a good opportunity for students to become more confident in key aspects of the curriculum and thus lay solid foundations for when school resumes. New content may be introduced but do not worry if this seems to be at a slower pace than students are used to in class. Explaining concepts, correcting misconceptions and making links with other learning is trickier when done remotely and so forging on with the curriculum is not always appropriate.

Setting of work

All work will be set on Show My Homework (SMHW). Instructions may then refer students to other online platforms or resources, but students and parents/carers must go to SMHW in the first instance. (<https://parmiter.satchelone.com/school/home>).

Work for all subjects will be set on Monday. Students will be set work for the week, hence all assignments on SMHW have a 1 week deadline. We appreciate this means that on a Monday morning a student has a very significant amount of work set on SMHW. We have reflected on this and decided to continue with this model so that students, ideally with parent/carer support, can set themselves a daily timetable that suits them. The advantages of this are that:

- they may choose to do the subjects they find harder/enjoy less first, then those they enjoy more later in the day.
- they may want support with some subjects or tasks and need to do these when parents/carers/siblings are available to help.
- they may need computers/laptops to complete some tasks; where these are shared devices students will need to work on tasks when they can.
- they may choose to use platforms such as Skype, Zoom, Hangouts (with adult permission) to work collaboratively with their peers on particular tasks, and therefore need to find a day/time that suits all those involved.

Staff will not be offering live, or prerecorded online lessons. We have made this decision after much consideration and after discussions with other local Headteachers. In line with government guidance, staff are working from home and so may not have the equipment or experience to provide such resources. Equally, students may not have the means to participate in these lessons. Logistics are complicated, particularly when you consider that the majority of our teachers teach over 250 different students each week. There is a wealth of material already available on the web and staff may choose to direct students to these resources where appropriate. The only exception to this, is that some students studying languages may engage with their MFL via Google Hangouts (voice only) using their school Google account. The nature of this subject means the verbal interaction is key. There may also be some staff who provide students with short instructional videos demonstrating a particular technique or skill.

Completion of work, submitting work and teacher feedback

During this period of remote learning, we ask that you support your child by **helping them stay organised**.

- All work, whether hand written or done electronically must have a title and a date.
- Where possible, students should continue to work in their subject exercise books. If work is printed, these sheets should be stuck in to exercise books straight away.
- Once exercise books are full, students should start working on paper but ensure that they keep this work in a file, organised by subject in date order.
- It is not necessary to print work, and we know this is not always possible. An electronic filing system is important. Students should set up a folder for each subject they study. File names must be informative (we suggest the file name details subject, title of work and date) and saved in the relevant subject folder.

Students learn differently and at different paces.

Staff will set sufficient work to ensure those who work at a faster pace have sufficient material and challenge. If your child is struggling with the work set, encourage them to email their teacher (using school email addresses) to ask for support and guidance. If your child is not able to complete all the work set by the end of the week, they can email their teacher if they are concerned; staff are aware that students will not always complete all work set for a variety of reasons. If your child simply can't complete a piece of work, whether it is because of the content of the work or the resources required, we will understand.

Students will not receive the level of teacher feedback they are used to; this is a reality of remote learning. The classroom provides teachers with countless opportunities to provide snippets of advice, support and praise. Written feedback on pieces of work requires only the student's work and a pen. We are asking our staff, many of whom are themselves working parents, to **provide students with the means to self assess their work wherever this is possible**. Self or peer assessment is commonplace in classrooms, so students will be used to it, albeit in smaller doses. You are welcome to help with the marking but it is not an expectation.

Where there is a limit on resources, one has to prioritise. We do not know how long this school closure will last but for the period of Easter to May half term, our staff will focus on asking Year 10 and Year 12 students to submit work and then providing them with feedback.

These students are midway through their GCSE and A Level courses and will have limited time in which to catch up before they have their examinations. Where staff have capacity, they will ask other year groups to submit work, but please do not expect this. If you are not a parent of a Year 10 or Year 12 student, please recognise that one day you will be and were we to find ourselves in a similar position (we pray not), you would wish your child to be prioritised to minimise the disruption to their examination courses. I am entirely confident that any lost ground that Key Stage 3 students may be facing with the current disruption will be fully made up, once we return, through a combination of the expert teaching at Parmiter's and the commitment of the students themselves. Whilst students across the country (and indeed worldwide) are all in "the same boat" regarding this disruption our students are most fortunate to be part of a school they have such an advantage which so many of their peers elsewhere would envy.

There will be difficult times.....there are in the classroom, so it would be naive to think it will all be plain sailing at home. Our staff will provide students with work, and we will provide you with tips and ideas to support your child with their work; please do make sure you read our new Home Learning Newsletter. However, we are all adjusting to a new way of living and whilst education is vitally important, so is the welfare and safety of every member of your family. Sadly, many families, including those of our staff, will experience illness and possibly the loss of loved ones. There will be days when school work is not the top priority for you, or some of our staff, and we all need to be understanding of these circumstances. By working together to support our young people, when the gates re-open they will be ready to return to school and we can return to the business of maximising progress.