

## **Kingsbury High Parent/Carer Guide: Remote Education**

This information is intended to provide clarity and transparency to parents or carers about what to expect from remote education where national or local restrictions require our entire school population to remain at home (except vulnerable children and children of key workers). At present, we expect this to be the case from **6th January 2021** until and including **Friday 12th February 2021**.

### **The remote curriculum: what should my child expect from immediate remote education during the first day or two of pupils being sent home?**

A pupil'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. Initially, work will be undertaken independently by pupils. Student work will be set on Google Classroom. This work will need to be completed independently until they are instructed that live online lessons are ready to begin.

### **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?**

Your child will be taught the same subjects that they would be taught at school. Although they will receive less "live teaching" hours than they would usually, they will be learning for the same amount of time as they will also be completing independent work to supplement and enrich their live lessons.

## **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:

Key Stage 3 (Y7-9)	4 hours 20 mins teaching and 40 mins home learning <b>per day</b>
Key Stage 4 (Y10-11)	4 hours 20 mins and 1 hour home learning <b>per day</b>
Key Stage 5 (Y12-13)	3 hours teaching a day; 12 hours home learning <b>per week</b>

Below is our school closure timetable for each year group:

Years 7 – 11					
Year 7	Monday	Tuesday	Wednesday	Thursday	Friday
STDR 8.40 – 8.55am	Registration	Registration	Registration	Registration	Registration
Lesson 1 9.00 – 10.00am	Humanities	Humanities	Humanities	Maths	Maths
Lesson 2 10.15 – 11.15 am	Languages	English	Maths	PDC*	Languages
Lesson 3 11.30 – 12.30pm	PE	Science	Science	English	Comp. Sci. / Art
Creative Afternoon 1.30 – 2.30 pm	Music	Drama/Dance	Well-being	Art & Tech	PE
<b>Home Learning: 40 minutes</b>	<b>Humanities</b>	<b>English</b>	<b>Science</b>	<b>Languages</b>	<b>Maths</b>
<b>Year 8</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
STDR 8.40 – 8.55am	Registration	Registration	Registration	Registration	Registration
Lesson 1 9.00 – 10.00am	Religious Studs.	PE	Comp. Sci.	Languages	PDC*
Lesson 2 10.15 – 11.15 am	Science	Languages	English	English	Science
Lesson 3 11.30 – 12.30pm	Maths	Maths	Religious Studs.	Geography	History
Creative Afternoon 1.30 – 2.30 pm	Music	Drama/Dance	Well-being	Art & Tech	PE
<b>Home Learning: 40 minutes</b>	<b>Science</b>	<b>Languages</b>	<b>English</b>	<b>Maths</b>	<b>Humanities</b>
<b>Year 9</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
STDR 8.40 – 8.55am	Registration	Registration	Registration	Registration	Registration
Lesson 1 9.00 – 10.00am	PDC*	Comp. Sci.	Languages	Science	Science
Lesson 2 10.15 – 11.15 am	Maths	Maths	Geography	History	PE
Lesson 3 11.30 – 12.30pm	Religious Studs.	Languages	English	Religious Studs.	English
Creative Afternoon 1.30 – 2.30 pm	Music	Drama/Dance	Well-being	Art & Tech	PE
<b>Home Learning: 40 minutes</b>	<b>Maths</b>	<b>Languages</b>	<b>Humanities</b>	<b>Science</b>	<b>English</b>
<b>Year 10</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
STDR 8.40 – 8.55am	Registration	Registration	Registration	Registration	Registration
Lesson 1 9.00 – 10.00am	Science	Science	Science	Option H	Registration
Lesson 2 10.15 – 11.15 am	Option P	Option P	Option L	Option L	Option H
Lesson 3 11.30 – 12.30pm	English	Religious Studs.	Maths	Maths	English
Creative Afternoon 1.30 – 2.30 pm	Music	Drama/Dance	Well-being	Art & Tech	Religious Studs.
<b>Home Learning: 60 mins (Eng/Sci/Ma) 30 mins (Options, Religious Studs.)</b>	<b>Science</b>	<b>Option P &amp; Religious Studs.</b>	<b>Maths</b>	<b>Option H &amp; Option L</b>	<b>English</b>

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Year 11	Monday	Tuesday	Wednesday	Thursday	Friday
STDR 8.40 – 8.55am	Registration	Registration	Registration	Registration	Registration
Lesson 1 9.00 – 10.00am	Maths	Maths	Maths	English	English
Lesson 2 10.15 – 11.15 am	English	Science	Science	Science	Option H
Lesson 3 11.30 – 12.30pm	Option H	Option P	Option P	Option L	Option L
Creative Afternoon 1.30 – 2.30 pm	Music	Drama/Dance	Well-being	Art & Tech	PE
<b>Home Learning: 60 minutes (Eng/Ma/Sci/Option P) 30 minutes (Options H &amp; L)</b>	<b>English</b>	<b>Option P</b>	<b>Maths</b>	<b>Science</b>	<b>Option H &amp; Option L</b>

N.B.

- **Y10 and 11 Parents/Carers:** Please see here for the GCSE options, their teachers and classes <https://docs.google.com/document/d/1iEHZYIYk5Q0fw8G7btvkNnKITw-2xGMREARu86ZE9cE/edit?usp=sharing>
- Art/Drama/Music/DT and PE lessons will be replaced with Creative Afternoon sessions.
- \*PDC is Personal Development Curriculum

Year 12 and 13						
	Monday	Tuesday	Wednesday	Thursday	Friday	
<b>Year 12</b>						
Lesson 1 1.00 – 2.00pm	12C	12E	12B	12D	12A	
Lesson 2 2.00 – 3.00pm	12E	12D	12A	12B	12C	
Lesson 3 3.00 – 4.00pm	12B	12A	12C	12E	12D	
<b>Home Learning: at least 4 hours per subject per week</b>						
<b>Year 13</b>						
Lesson 1 1.00 – 2.00pm	13D	13A	13E	13C	13B	
Lesson 2 2.00 – 3.00pm	13A	13C	13B	13E	13D	
Lesson 3 3.00 – 4.00pm	13E	13B	13D	13A	13C	
<b>Home Learning: at least 4 hours per subject per week</b>						

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## Accessing remote education

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

Students will log into Google Classroom via their G Suite (where their Gmail, google drive and Google Classroom options are located). Every child can access their email account and so they can also access their Google Classroom. If they are having difficulties logging in, they should email their year leader or form tutor. The Creative Afternoon Challenges will be accessed here:

<https://sites.google.com/kingsburyhigh.org.uk/khschallenges/home>

### 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:

- Government support scheme (devices are available on a loan scheme: please email your child's year leader if you need a device)
- Homes with no broadband access can apply via Brent council for a free 12 month broadband subscription if they meet the requirements (this is new and details will follow from Brent as soon as we get them)
- For students who cannot access the internet or use an electronic device, printed work can be made available via your child's Stage Leader (Mr Gibson Y7, Mr Froy Y8/9, Mr Das Y10/Y11, Ms Hollingworth Y12/13). Parents/carers will need to drop off completed work to the school weekly so we can check the learning.

### How will my child be taught remotely?

All work will be set via Google Classroom. On that platform, teachers may use a combination of the following approaches to teach pupils remotely:

- Live online lessons
- Loom lesson recordings
- Support in the Google Classroom chat function
- Oak Academy lessons and resources
- Google Forms (quizzes etc)
- Maths Watch
- Kerboodle
- Scanned teacher-made resources (worksheets etc)
- Online textbooks
- Audio books

## 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?

Your child must:

- Log in every morning in time for Start the Day Right (structured time with their form tutor and group)
- Log in on time for every lesson
- Engage fully with all parts of the lesson
- Behave respectfully during lessons as per our usual behaviour for learning policy
- Wear appropriate clothing
- Engage in their lesson in an appropriate space (i.e. not where other adults or children are visible). If this is not possible, your child must turn off their camera function
- Ensure they do not record the lesson
- Complete all home learning activities as requested and on time

We would like parents/carers to:

- Ensure your child is in a good routine (bed time, meal times) and gets up early enough that they can log in to Start the Day Right on time
- Provide your child with a space where they can learn undisturbed. If you feel your child cannot learn at home due to your environment, please contact [Cresta.hurt@kingsburyhigh.org.uk](mailto:Cresta.hurt@kingsburyhigh.org.uk) and we can support you or offer your child our vulnerable child provision at school.
- Support your child with their creative afternoon activities: they may want to go outside to exercise, for example. These sessions are vital to maintaining a healthy mind and body during these challenging times.
- Google Classroom Guardian Invitations were sent to registered 'primary contact' email addresses. Please accept the invitation and use the weekly or daily summaries regularly to check what your child should be doing each day, and ask your child to show you their work. If you cannot find the invitation, please contact your child's year leader.

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

We have several mechanisms in place to check students' engagement with our remote learning.

- A register is taken online by the form tutor during "Start the Day Right"
- A record of which students attend each lesson, and for how long they attend for (we can see if they drop in and out, for example) is created and maintained via Google Meet and Classcharts
- Teachers and form tutors record a "C0: non-attendance" on SIMS, our Management Information System

Year Leaders follow up on non-attendance to registration every day with a call or a text home. Repeat absences are managed via our Attendance Officer in the usual way: see here <https://www.kingsburyhigh.org.uk/attendance-and-absence>.

Our Behaviour for Learning team will call home daily for students who are not attending lessons during the course of the day.

Students whose attendance and/or engagement does not improve will be informed that they need to attend our vulnerable children's provision as they will then be classed as at risk of not receiving an education.

## **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. Teachers may set the following activities as a means to check your child's understanding:

- Google document classwork (which will be read / edited by the teacher)
- Google Forms (quizzes etc)
- Written, drawn or digital independent tasks
- Projects
- Research
- Worksheets
- Online tests
- Videos and questions

Students will receive written, diagnostic feedback from each teacher every six weeks as a minimum. Teachers will be reviewing students' work throughout each week to spot any errors that could cause further issues with their learning of that or of future topics. Verbal feedback may be provided at times during a live online lesson, and teachers may also use the chat facility on Google Meets to feedback to students.

## **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. Whilst our preference is for students with barriers to their learning to attend school in person, we know that this will not always be an option. 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:

## Children Who Have:

	English as an Additional Language	SEN Support at School	An Educational Health Care Plan
How we will help you support your child at home	<ul style="list-style-type: none"> <li>Staff will <b>contact target students</b> daily and check on their well-being and encourage engagement and will request school attendance.</li> <li>Staff will be available to <b>support lessons</b> and can be contacted for specific support with pre and post tutoring where required.</li> <li>Some students at home have access to <b>alternative online learning</b> for language development- linguascope and IDL literacy and numeracy are two programmes we offer.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will <b>contact target students</b> daily to check on their well-being and to encourage engagement with and attendance to school</li> <li>Staff will be available to support lessons and can be contacted for specific support with pre and post tutoring where required.</li> <li>Some students at home have access to <b>alternative online learning</b> for language development - IDL literacy and numeracy is encouraged at least once a day to support literacy and numeracy.</li> <li>Students who are not engaging will be referred to the pastoral team and a <b>home visit</b> considered.</li> </ul>	<ul style="list-style-type: none"> <li>Students are <b>contacted daily</b> and encouraged to attend school as we believe this is the best way for them to learn.</li> <li>A <b>personalised letter</b> containing individual strategies for each child has been sent home by the SENDCo in case parents/carers are supporting their child at home.</li> <li>In addition, students' <b>well-being and engagement</b> is checked and monitored and support offered to parents/carers who need it.</li> <li>Students who are not engaging will receive a <b>home visit</b>.</li> </ul>
How we will support your child at school in our vulnerable children provision	<ul style="list-style-type: none"> <li>Staff are available to <b>support students</b> with their online lessons.</li> <li><b>Direct language development</b> with EAL/SEND staff is also available for students who cannot access lessons due to poor English.</li> <li>Students can also be withdrawn separately and supported if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Staff are available to <b>support students</b> with their online learning as they engage with the lessons.</li> <li><b>Direct support</b> with SEND staff is also available for students who cannot access lessons due to a barrier to learning. Where necessary, students can be withdrawn and taught separately if</li> </ul>	<ul style="list-style-type: none"> <li>Students are <b>supported directly</b> with their on-line learning in school.</li> <li>The option of direct support is considered if they are <b>struggling to access</b> the online learning.</li> <li>All students with an <b>EHCP</b> have a well-being check daily</li> </ul>

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	<ul style="list-style-type: none"> <li>Students who do not engage will be referred to the pastoral team and a <b>home visit</b> will be considered.</li> </ul>	<p>their access issues are significant.</p>	<p>and the offer of a known adult to speak to.</p>
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### **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?**

Your child will be accessing independent learning via Google Classroom. They will be required to submit their work back to the teacher on the same platform so that it can be checked for understanding.