Remote Education Provision Statement of Practice

Our Christian Mission is:

"I am able to do all things through Christ who strengthens me"

Philippians 4:13

Our Christian Values are: Wisdom, Hope, Community and Dignity

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Introduction

This information is intended to provide clarity and transparency to parents or carers about what to expect from remote education at The Nottingham Emmanuel School in the event of a school closure and a move to teaching online in, for example, a national or local lockdown situation.

Related Policies, Statements of Practice and procedures:

• ALT Safeguarding Policy

• ALT ICT Acceptable Use Policy

• ALT Curriculum Policy

• NES Safeguarding Statement of practice

• NES Behaviour Statement of Practice

Statement of Practice

Our Christian mission and vision is to remove barriers to learning. During the Covid pandemic one of those barriers to learning has been the closure of schools and the move to remote learning. This Statement of Practice is linked to our core mission which is based on the following piece of scripture:

I am able to do all things through Christ who strengthens me (Philippians 4:13)

At Nottingham Emmanuel School we are committed to providing high quality remote learning. Our intention is to:

- Deliver transformational education to students whether they are physically in the building or accessing their educational entitlement from home.
- Engage all students in great learning opportunities, which equip them with the necessary knowledge, skills and confidence to excel in their remote educational journey.
- Equip all students with the tools required to actively develop a love of learning and develop strong literacy skills.

At The Nottingham Emmanuel School we are very proud of the calm and purposeful atmosphere in school and have the same expectations for students beyond the normal classroom and within their homes. We believe that parents/carers choose this Academy due to the insistence on the highest levels of respect shown not only between staff and pupils but also the 'family' relationships between peers and strong links with parents/carers. We believe that every pupil has the right to feel loved, safe and secure within our Academy and online. We are a diverse and inclusive academy, striving at all times to develop the character of our pupils in or out of school. As part of this, the online curriculum mirrors that in school to ensure that children are knowledgeable and tasks also develop them to be highly literate. We take all reports of a child being vulnerable or at risk of harm very seriously because each person in our family is highly important, wonderfully unique and a child of God. Therefore, our faith encourages us to react immediately whenever a safeguarding concern is reported online and, moreover, take steps to protect children and staff in this environment in advance to prevent such occurrences. Our hope is that all pupils will care for each other's safety online and also flourish academically together.

The aims of this procedure are to:

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 entire cohorts (or bubbles) to remain at home.

The remote curriculum: What is taught to pupils at home?

- We believe that a rigorous and robust curriculum is at the heart of our school's ambitions and is the driver of our students' success. We teach the same curriculum remotely that students would be studying in school.
- Individual lesson plans may need to be amended to suit remote learning, but the content, timings and assessments of our curriculum are unchanged.
- Students learning in school, as part of our keyworkers and vulnerable students' provision, access these lessons too, using the school's desktop computers in our IT suites or laptop banks as appropriate to their year group.

Remote teaching and study time each day: How long can I expect work set by the school to take my child each day?

- As we are teaching live lessons and maintaining our usual in-school timetable, all students can expect five forty-five minute lessons each day.
- Students in Year 11 will attend their regular period six on Wednesdays, meaning six forty-five minute lessons on that day.

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

- We use Microsoft Teams to teach live lessons, distribute and edit resources and assess students' engagement and achievement. Teams is a market-leading software used by large number of schools and students globally.
- Students attend all their regular, timetabled lessons by logging into Microsoft Teams and joining a lesson. Their regular teacher will lead that lesson, delivering content, engaging students through in questioning, modelling responses and setting independent work. Teachers will also set assignments on Teams to check the students understanding and progress.
- Students can see all scheduled lessons using the 'Calendar' function in Teams and/or by logging into GO4Schools.
- For help and guidance on accessing and using Microsoft Teams, please read the guidance document provided on the Remote Learning (Online) page on the website, under the "Home Learning" heading of the menu.

If my child does not have digital or online access at home, how will you support them to access remote education?

- It is our clear expectation that all students access their remote lessons via an internet-enabled device, preferably a laptop or desktop computer or a tablet. We prefer students not to be using mobile phones, as these are not suitable for accessing and editing the resources and submitting assignments on Teams.
- To meet our expectation of all student learning this way, we have issued/will issue a large number of laptops and iPads to students on a temporary basis for this lockdown period. Where WiFi is a concern, the Academy has provided/will provide dongles/data-only sim cards.
- Any parents who are concerned their child cannot access live lessons on a suitable device should contact us immediately.
- If a student cannot access their lessons for any reason, and the above measures do not help, we will invite the student into school to learn as part of our keyworker and vulnerable student provision. We will not leave them at home as they cannot fall behind or suffer due to technology, their learning is too important.

How will my child be taught remotely?

- Live lessons on Microsoft Teams, following the students' regular timetable, will be the main method of teaching remotely.
- Pre-recorded lessons for students which are mainly PowerPoint based and involve voice recorded teacher instruction so that students can work at their own pace with clear modelling and explanation from the teacher.
- Within Teams, teachers may use a range of apps, websites and links to enrich and improve the curriculum. These include Bedrock Learning, Hegarty Maths, Educake – which our students are accustomed to using.
- Teachers may link to online resources, such as Oak Academy lessons, and carefully selected videos to supplement learning. These are not a primary source of learning, however, and do not replace our own expertise.
- High quality booklets and materials that can be used without the need for technology.
- Teachers have received regular training focused on online and remote teaching. This includes a weekly forum for sharing resources and ideas and a focus on evidence-informed exemplars of best practice.

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 for our students have not changed. They should work hard and make the most of each lesson.
- Wherever possible, students should work in a calm environment, with minimal distractions. As students are learning online for five-hours each day, a suitable desk and comfortable chair are highly desirable.
- We ask that parents continue to support us in ensuring students are prepared for learning, including:

- Students must be on time to all of online lessons (logged in and waiting in the lobby for the teacher to let them in).
- They must follow instructions – e.g. turn on camera, mute microphone when not needed, contribute to the lesson, and complete the work/assignments set
- They must behave appropriately and will still earn positive house points and warnings/negative points in these lessons in the same way and under no circumstances should students record lessons. The Nottingham Emmanuel School is the data controller of all online lessons which are provided through school platforms and therefore it is an offence for students to record and/or share any lessons without the consent of the Academy, under section 170 of the Data Protection Act 2018. If you are aware of anyone filming or posting recordings from lessons, the school must be informed immediately.

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

- We take registers in every lesson to ensure students are attending. If a student is missing a lesson, Year Leaders will phone home as soon as possible – typically within the first minutes of the lesson – to speak with parents and discuss why the child in not attending the remote lesson. We expect full attendance.
- We ask that cameras are on, and the microphones are unmuted for the register and for answering questions in lesson. Teachers have received training on ensuring engagement.
- Within lessons, teachers will monitor students' responses to questions and activities and also monitor completion of assignments. We use an app within Teams called 'Insights' which gives a detailed breakdown of students' engagement in lesson.
- Students who repeatedly do not engage in lessons will be deemed as vulnerable and required to attend their remote lessons in school, under closer teacher supervision.

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.
- We have built into our curriculum, low stakes testing to ensure that students are aware of any misconceptions and how they can make improvements to their work. You will predominantly see this in the spaced retrieval activity at the start of the lesson, which students should complete to the best of the ability from memory before self-marking.
- We use a range of approached to assess progress, including standardised assessments (such as CATs, Reading Age Tests). This will continue to be a crucial part of our assessment practices.
- In subjects where lengthier written responses are typical, teachers will set and assess assignments using Teams. Students will upload their written responses on Teams and there is a teacher-feedback function in Teams to give individual typed feedback on the assignment.
- In subjects where shorter responses are typical, teachers will often use online resources to assess understanding and learning, such as Hegarty Maths. They will closely monitor these scores and use them to inform lesson-planning and feedback to students.

- We will continue to use formal assessment practices, such as our Common Assessment Frameworks and mock exams, later in the year, depending on the current context of Covid-19 and remote learning.

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:

- Our Teaching Assistants are remotely accessing lessons with key students to check they are learning and offer guidance and support.
- Learning Support communicate with parents with advice, support and differentiated resources home, for example Braille copies of texts.
- Students with SEND who are in school as part of our keyworker and vulnerable student provision are receiving support in the schools IT suites.

What will happen if my child needs to self-isolate?

Where individual students need to self-isolate but the majority of their peer group remains in school, the format of the remote education provided will differ from the approach for whole groups. The resources for each lesson will be uploaded to Teams as an assignment for each subject so that students can access all of the learning, hand in work electronically and receive feedback from their teacher. Students are still advised to follow their normal timetable which they can access on Go4Schools.