



Minerva
Learning Trust

Remote Learning Guidance for Parents and Carers

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1. Remote education provision: information for parents/carers

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home or, where individual students are self-isolating.

2. The remote curriculum: what is taught to students 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.

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

During the first day or two of remote education your child will be able to access their learning in the following way:

- Students will be set a learning activity for each lesson that they miss by their own subject teacher.
- This will be set via Satchel One (SMHW) at the time of the scheduled lesson or as soon as possible afterwards.
- Work set will be a variety of assignments and tasks aligned to activity in school. Resources could include PowerPoints, pre-recorded instruction, work sheets etc. In some cases, the lesson may be live streamed or recorded to be viewed at home.
- Learning will continue for the rest of the class in school and may not be re-visited at a later date so students are expected to engage with the work set (as well as HW set via Satchel One) if they are well enough to do so.
- Students will be invited to submit some tasks for their teachers to check how well they have engaged and progressed independently. Feedback and guidance will be provided as needed.
- Pastoral staff will make contact at least once a week to support student well-being.

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 PSHE.

3. 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 students broadly the following number of hours each day. The Statutory minimum number of hours is four hours in secondary schools:

Key Stage 3	6 hours per day
Key Stage 4	6 hours per day
Key Stage 5	6 hours per day

Five 1-hour lessons each day as per the usual timetable, plus tutor time once a week and assembly once a week. Plus additional directed independent study where necessary.

4. Accessing remote education

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

Students will be set a learning activity for each lesson that they miss by their own subject teacher. This will be set via Satchel One (SMHW) at the time of the scheduled lesson or as soon as possible afterwards.

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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

We have a limited number of laptops and tablets we can loan to students who do not have suitable devices for online learning. Please contact C.Gott@highstorrs.sheffield.sch.uk if you would like to borrow a laptop or tablet for your child to use for their online learning.

If your child or children are unable to access the internet for their online learning please contact C.Gott@highstorrs.sheffield.sch.uk who will be able to discuss the various options e.g. 4G routers or mobile data top ups we can provide which will enable a connection to the internet.

How will my child be taught remotely?

Remote learning will be set by your child's usual teacher who know him/her. Teachers have been encouraged to ensure at least some of each lesson is direct teacher input (live stream, video or voiced power-point) with an accompanying task to do for the remainder of the time.

Work set will be a variety of assignments and tasks in line with the usual planned curriculum.

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

- Live teaching via TEAMS (but this may not be appropriate for all lessons)
- Video lessons (made by the teacher or an on-line provider)
- Power-point or voiced over power-point made by teachers, or commercially produced
- Subject specific on-line learning platforms like educake, mathswatch, doddle, linguascope etc including video clips and tasks
- Textbook-based work (images of specific sections may be attached to a SMHW task)
- Worksheets attached to a SMHW classwork task or links to worksheets & other resources available on the student pages of the school MLE

5. 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?

- Students should log on to their SMHW account every day at the usual school start time (8.35 if they have registration or assembly, 8.50 on other days) and follow the instructions for each lesson set.
- Parents are expected to support their children by providing a calm work space and encouraging good routines for learning that mirror the normal school day
- Students should submit completed work as directed by their teacher – at least once a week, but possibly more often. This may take the form of an online quiz to check the week's learning an image of work completed on paper, work submitted via a commercially available subject specific platform (often providing automatic immediate feedback) or participation in a live Teams lesson.

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

- Teachers will direct students to submit completed work at least once a week, but possibly more often. This may take the form of an online quiz to check the week's learning an image of work completed on paper, work submitted via a commercially available subject specific platform (often providing automatic immediate feedback) or participation in a live Teams lesson.
- Teachers can also check student engagement with SMHW by accessing the reports available in the programme. They can see whether a task has been viewed and when, whether attachments have been opened and whether provided links have been followed.
- Teachers can mark work as 'submitted' or 'not submitted' on SMHW and parents/carers can view and track these comments.
- Where engagement is a concern teachers will prompt students directly in the first instance (either by email or a SMHW message) and they may also notify parents. If the problem persists the case will be escalated and more senior staff will make contact with home. Barriers will be identified and plans put in place to overcome them, whether they be motivational, pastoral, cognitive or technology based. Appropriate school staff will be deployed to support the student and the family to re-engage the student as soon as possible.

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 student work is as follows:

- Teachers will make sure that students can submit and get feedback on specific pieces of work they have completed. For subjects with multiple lessons per week, a piece of work for submission will be set at least once a week that students can receive feedback on. For subjects with 1 or 2 lessons a week, this may only happen once a fortnight.
- This may be a task that is auto-checked on an online platform or similar, but teachers will also make contact with each student via Satchel One (SMHW) or email to let them know they have seen their work, how they got on and offer any guidance as needed.
- Alternatively, teachers may follow up with the whole class in a subsequent lesson through modelling or sharing exemplar work or re-teaching aspects of content.

6. Additional support for students 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 students, for example some students 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 students in the following ways:

- Reasonable adjustments will be made in respect of what each student can realistically achieve in the time allotted during the day. These considerations will also be made where there are anxiety and mental health issues.
- School will make contact with all students with SEND during school closure.
- Work set by teachers will be differentiated in the usual way to meet the needs of all the students in the lesson. This maybe through questioning in live lessons or amendments to tasks set. Our team of teaching assistants are on hand should further support be needed. Teachers will still work with teaching assistants to ask for advice and support in ensuring the student can engage with the materials set.
- The Special Educational Needs Co-ordinator is on hand to advise and answer queries from parents/carers. She can be contacted at I.hamnett@highstorrs.sheffield.sch.uk

7. Remote education for self-isolating students

Where individual students 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 students 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?

Where a student needs to access learning while the rest of their classes are still in school, students are entitled to high quality remote education that mirrors work that is being missed in school.

- Students will be set a learning activity for each lesson that they miss by their own subject teacher.
- This will be set via Satchel One (SMHW) at the time of the scheduled lesson or as soon as possible afterwards.
- Work set will be a variety of assignments and tasks aligned to activity in school. Resources could include PowerPoints, pre-recorded instruction, work sheets etc. In some cases, the lesson happening in school may be live streamed or recorded to be viewed at home.
- Learning will continue for the rest of the class in school and may not be re-visited at a later date so students are expected to engage with the work set (as well as HW set via Satchel One) if they are well enough to do so.
- Students will be invited to submit some tasks for their teacher to check how well they have engaged and progressed independently. Feedback and guidance will be provided as needed.