



# **Millom School and Sixth Form**



# **Remote Education Provision Plan**



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## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to students and parents or carer(s) about what to expect from remote education; where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual students are self-isolating, please see the final section of this page.

This document includes the most updated guidance published on 2 February:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/957766/Restricting\\_attendance\\_during\\_the\\_national\\_lockdown\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/957766/Restricting_attendance_during_the_national_lockdown_schools.pdf)

## **During periods 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; Physical Education may be challenge based activities which can be completed inside and outside the house. Technology work will have more emphasis on design. Media has moved from practical tasks to paper base exercises.

## **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:

Key Stage 3 and 4	5 hours a day
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## **Accessing remote education**

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

#### **Microsoft Office 365 Platform**

We use this platform in school and all students should be familiar with its use and be able to log in from home using their school email as username and their own password. It can be accessed on any device including mobile phones, tablets, computers, laptops and games consoles. It works through 2 mechanisms:

1. Through a web browser like Microsoft Edge or Chrome
2. Through downloading the free apps from the internet or from the Apple or Google Play stores

This platform encompasses the following applications (apps):

- **Outlook** - email



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- **One Note** - virtual classrooms where teachers upload lesson resources including PowerPoints, video links, worksheets, instructions; students can also upload any work they complete to their own area for teachers to access (it has a collaboration space)
- **Teams** - used for virtual meetings so teachers can speak to students and/or offer live-streamed lessons
- **Word, Excel and PowerPoint** online so students without Microsoft licences can still access key documents of the file types most commonly used in school
- **One Drive** - cloud storage, where students can keep copies of their work

This information was outlined in a letter to parents from Mrs Vance on 8 January

A copy can be found here <http://millom.cumbria.sch.uk/wp-content/uploads/2021/02/Letter-to-ParentCarers-Jan-2021-1.pdf>

The guidance for students accessing Teams can be found here <http://millom.cumbria.sch.uk/wp-content/uploads/2021/02/Teams-guide-for-students.pdf>

The school is also now using another application from the Office 365 Platform

- **Forms** – this application allows teachers to create surveys, quizzes and polls for students to engage with.

Some departments are also using:

- **Educake** – this platform provides online work and revision. It's based on a bank of thousands of specification-mapped questions. The students' answers are automatically marked and the teacher can track the students' performance. Currently this is being used in Science.
- **Seneca** – this platform contains summaries, notes, videos and lots of different types of practice questions. The students' answers are automatically marked and the teacher can track the students' performance. This is being used in a number of subjects.
- **Kahoot** - is a game-based learning platform which allows students to engage in interactive games or quizzes.
- **Quizlet** - provides learning tools for students, including flashcards, study and game modes.

## **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:

### **How have the school issued or lent laptops or tablets to pupils, and where parents or carers can find more information**

- Following return to school in September 2020, students in all year groups were surveyed to explore their access to online learning during the initial school closure in March 2020. The findings from this survey were interrogated to lead further conversations with students or families. Priority was given to Year 11 students (followed by year 10) to discuss all cases where IT resource was absent/limited/shared to understand the needs of particular families. This produced a clear picture of need across Key Stage 4, which allowed for allocation of laptops that had been secured through funding from local projects, before devices were



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made available by DfE. It was felt that allocating devices during Autumn term of 2020-21 would support students in catching up with lost learning, as well provide support in the event of future closure. Each case was followed up by a telephone conversation with families to discuss user agreements and terms of use before devices were issued.

- The allocation of laptops is an ongoing project as additional laptops are acquired by the school. To date the school has been allocated 104 laptops.

## **How the school dealt with the issue of enabling an internet connection (for example, routers or dongles), and where parents or carers can find more information**

- Where we have learned of issues with internet connections, dongles have been sourced through local charities that have been distributed to the small number of families who needed them. Adapted User Agreements were drawn up to promote and support safe internet access, that were signed by parents/carers upon collection from school. Cases arose where there were temporary internet connectivity issues (house move/change of provider) so a loan of WiFi dongle was made on the same basis. Where it was felt appropriate, opportunities to apply for additional data to a parent/carer mobile allowance were pursued where it was felt appropriate, using the 'Get Help with Technology' service.

## **How pupils can access any printed materials needed if they do not have online access**

- In the very rare cases where the only option to support students has been through printed materials, teachers have been supported by administration staff in printing resources and them being posted home. To date, this has only been for a very small number of students, and as a short term solution. Energy and resource has been put into securing a digital solution that can be sustained for the long term. Communication channels throughout the school; student-teachers, pastoral support, SEND support has allowed for issues to be identified quickly and escalated towards a solution in an efficient manner.

## **How pupils can submit work to their teachers if they do not have online access**

- This has not presented as an issue as yet. In cases where work is being completed on paper, photographs of work have been submitted to teachers to evidence completed work. The uplift in mobile data has supported this as a means of communicating effectively with school.
- Should the return of schoolwork be an issue please contact Mr Eaton.

## **How will my child be taught remotely?**

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

There are 3 possible relevant scenarios:

1. School is open to all year groups; but teachers are required to support students who are self-isolating and who cannot attend school.



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2. School closes to all year groups and all learning is remote (full national lockdown).
3. School is open to some year groups on a rota basis – teachers may be required to prepare a week of face to face lessons and a following week of remote lessons.

## **Scenario 1** - Support students who are self-isolating

- Teachers continue to plan and deliver face to face lessons.
- Copies of the lesson PowerPoint and resources are made available on the year group page of One Note (clearly labelled).
- The student who is self-isolating is directed to One Note to complete the work (by the form tutor as a single point of contact, via email or phone)

## **Scenario 2** - School closes to all year groups and all learning is remote (Full national lockdown)

- All lessons move online (One Note/Teams) and **may** involve a combination of livestreamed lessons or pre-recorded lessons and access to teacher-planned resources.
- Students should attempt to follow their normal timetable, where possible, from 0845-1500, to keep some structure to their day and make the transition back to school easier when the time comes.
- Students should complete their work in the format that each teacher requests. Some teachers may ask for work to be handwritten on paper, others may prefer it typed.
- Teachers will assess the work of students e.g. through questioning, quizzes, submission of electronic work.

## **Scenario 3** - School is open to some year groups on a rota basis

- Teachers continue to plan and deliver face to face lessons in school as described in Scenario 1; above for the relevant year groups in the relevant week of the rota (for example Week 1 may be Years 7, 9 and 11, Week 2 may be Years 8, 10, 12 and 13).
- Teachers continue to make these resources available on the year group pages of One Note for self-isolating students as described in Scenario 1.

## **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?**

- All class teachers are uploading work to OneNote on a daily basis. Students in each year group will have had the relevant year group folder shared with them and they should only be able to access work for the correct year group. Year group folders are then split into subjects/departments.
- Students should attempt to follow their normal timetable, where possible, from 0845-1500; to keep some structure to their day and make the transition back to school easier when the time comes.
- Students should be checking their emails on a daily basis.
- Teachers, who are offering live lessons, will email an invitation to the lesson. Your child's live lesson timetable will appear in their Teams calendar. You should be encouraging them to attend live lessons and follow the code of conduct <http://millom.cumbria.sch.uk/wp-content/uploads/2021/02/code-of-conduct.jpg>



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- Students are invited to twice weekly tutor period. This involves the use of Teams as a live-streamed tutorial period; perhaps with a combination of the chat facility within Teams.
- The school's expectation is, as parents /carer(s), you are setting daily routines to support your child's education, health and wellbeing.
- As a school, we also have the expectation you are ensuring your child is engaging with the remote education. If your child is not engaging, you should be contacting the students form teacher, named teaching assistant or learning mentor (should your child have one allocated) or Director of Learning and Standards (KS3, KS4 and KS5).

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

- Student engagement with remote education will be checked after the lesson is completed.
- Student engagement is logged by the teachers and where there is a concern, the student and the parent /carer(s) will be contacted, in the first instance, by email from the classroom teacher or the Head of Department. If there is a pattern of non-engagement, the student and the parent /carer(s) will be contacted by the Director of Learning and Standards.
- If contact cannot be made, the Assistant Headteacher (Mr Eaton) will attempt to make contact either by email, telephone or home visit. If the school is concerned about non-engagement from either the student or parent / carer(s) a police welfare check may have to be carried out.

### **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 pupil work is as follows:

- Students should complete their work in the format that each teacher requests.
- Some teachers may ask for work to be handwritten on paper, others may prefer it typed.
- Some teachers may want work submitted to them directly, others may not request this - this is down to each individual teacher. It would be advisable for students to complete and organise their own work, whether as paper (in files or a book), or electronically in a system of clearly labelled folders.
- If students are using a computer or laptop, they can store work easily on a USB stick or even the desktop (but it should be backed up!)
- If they are using a phone or tablet then it makes more sense for them to use Cloud storage.
- They could use Google Drive if they have a personal Google account, but it would make more sense for them to use their school Office 365 account, which has access to Cloud storage (One Drive).
- Students can also upload their work to One Note and some subjects request that they do this.
- Staff gauge how well students are progressing through the curriculum, using questioning within learning resources and live learning opportunities as well as assessed pieces which account for the intended learning outcomes
- Using OneNote/Teams assigned tasks and or alternative online platforms such as Educake/Seneca/MS Forms.





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## 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:

- Students have been allocated a teaching assistant who will contact the students on a regular basis in order to “check in”.
- Work on OneNote, and in live lessons, should be differentiated (where appropriate) for SEND students, in-line with their individual needs.
- Where possible, teaching assistants will be invited into live lessons to help support students.

