



## Remote education provision: information for parents

Please click on the hyperlinks below for more detailed information.

<a href="#">What should my child expect from immediate remote education in the first day or two of pupils being sent home?</a>	The school anticipates that we will be able to put into place the plans for remote education after the school has been closed to the majority of students.
<a href="#">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?</a>	The school will be delivering broadly the same curriculum as we would be if students were in school
<a href="#">How long can I expect work set by the school to take my child each day?</a>	Students will have a minimum of five hours of remote provision per day.
<a href="#">How will my child access remote education?</a>	All students can access work by visiting the calendar on Microsoft teams.
<a href="#">How will my child be taught remotely?</a>	This will be balance between live lessons, screencasted lessons, and opportunities for independent study or physical activity.
<a href="#">If my child does not have digital or online access at home, how will you support them to access remote education?</a>	All students should be in possession of a school laptop, whether they are through the school laptop scheme or laptops that have been given to students for the purpose of remote learning. We have provision in place should there be Internet issues at home, and we also have IT support for students who need it.
<a href="#">Pastoral wellbeing</a>	There will be two tutor times per week during the course of further closures. Monday, as previously, and an additional one on Thursday morning. Both sessions will be at 8:35am and last for 10 minutes. Students should try to come away from laptop screens where possible, and let the school know if they are finding workload tough.
<a href="#">What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?</a>	Students are expected to engage as fully as possible during live lessons and complete work that is set through pre-recorded videos. Students are expected to attend all live sessions unless they are unwell.
<a href="#">How will you check whether my child is engaging with their work and how will I be informed if there are concerns?</a>	The school will be monitoring engagement in lessons through various means of assessment, such as questioning, digital whiteboards and other forms of electronic responses, such as through the use of Microsoft Forms. Registers will be taken using SIMS, and parents and carers will be informed of any lack of attendance or engagement through the use of the ClassCharts app.
<a href="#">How will you assess my child's work and progress?</a>	Teachers will continue to monitor progress through various means of assessment. Depending on the curriculum time for each subject, students can expect a minimum of one piece of feedback per week / fortnight, remembering that not all feedback is written. The school will be using whole class feedback as well as digitally facilitated feedback as often as possible.
<a href="#">How will you work with me to help my child who needs additional support from adults at home to access remote education?</a>	We recognise that some pupils, for example pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. Those students entitled to come into school are encouraged to do so, as this will enable the school to provide appropriate support. We will make their best endeavours to run interventions remotely where possible and practicable.
<a href="#">If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?</a>	Should the school be open but your child is not able to come to school as they need to self-isolate, individual subject teachers are screen casting lessons in line with those taking place in school in order that children at home are not at a disadvantage.
<a href="#">Your questions</a>	We value your questions. Should you have any questions that relate to individual subjects, always direct these towards the subject teacher, whilst if your question relates to remote provision, contact Mr Papanicolaou directly.



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

The school anticipates that we will be able to put into place the plans for remote education, which can be accessed by students through Microsoft Teams, and explained below, immediately after the school has been closed to the majority of students.

### 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?

As detailed in the table below, the school will be delivering broadly the same curriculum as we would be if students were in school. The only subjects that will not be either delivered live or have work set independently will be Core PE lessons, which will be replaced by a series of challenges set by the PE Department and set through ClassCharts, and certain enrichment lessons in Years 7 and 8. We anticipate that the curriculum in subjects being taught either live or screen casted for independent lessons, will represent the full curriculum.

### How long can I expect work set by the school to take my child each day?

As has been communicated in Mr Jones's parent bulletin, the overwhelming majority of lessons at this stage will be live lessons held on Microsoft Teams in exactly the same way as during the school closure prior to the Christmas holiday, and as was originally shared with you through a communication from the school last Monday. The remainder of the lessons will be through pre-recorded screencasts, that can be paused and rewind. Some lessons, namely Core PE and some enrichment lessons in Key Stage 3 will not be provided through Microsoft Teams.

As a reminder, as Mr Jones shared, the school has an obligation to provide a minimum of five hours per day for all students. Within this time, we anticipate that key areas of the curriculum will be fully covered. This is demonstrated in the table below.

Year	Live lessons per fortnight	Screencasts per fortnight	Lessons per fortnight	Lessons per day average	Independent working on tasks/ screencasts* /PE activities etc. (hours per day)	Hours per day average
7	46	5	51	5.1	1.5	5.75
8	46	4	50	5	1.5	5.7
9	44	12	56	5.6	1	5.7
10	45	11	56	5.6	1	5.7
11	46	10	56	5.6	1	5.7

\*non-prescribed screencasts to include gaps in knowledge / re-watching previous Teams lessons for consolidation and revision.



This is further broken down by subject in the following table.

	Total lessons					Live lessons					Screencasts					
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 7	Year 8	Year 9	Year 10	Year 11	Year 7	Year 8	Year 9	Year 10	Year 11	
Maths	8	7	8	9	9	6	6	6	7	7	2	1	2	2	2	Maths
English	7	7	8	9	9	6	6	6	7	7	1	1	2	2	2	English
Science	6	6	8	9	11	5	5	6	7	9	1	1	2	2	2	Science
MFL	6	5				5	4				1	1				MFL
PE																PE
Re/Pd	3	3	1	1	1	3	3	1	1	1	0	0	0	0	0	Re/Pd
History	3	3				3	3				0	0				History
Geography	3	3				3	3				0	0				Geography
Life Studies	3	3	1	3	2	3	3	1	3	2	0	0	0	0	0	Life Studies
Music	2	2				2	2				0	0				Music
Art	2	2				2	2				0	0				Art
Drama	2	2				2	2				0	0				Drama
Technology	2	2				2	2				0	0				Technology
Computing	2	2				2	2				0	0				Computing
Crit Thinking																Crit Thinking
Silent Reading																Silent Reading
STEM	1	1				1	1				0	0				STEM
Enterprise	1	1				1	1				0	0				Enterprise
Latin		1					1					0				Latin
Media Literacy																Media Literacy
Values																Values
Option A			5	5	6			4	4	5			1	1	1	Option A
Option B			5	5	6			4	4	5			1	1	1	Option B
Option C			5	5	6			4	4	5			1	1	1	Option C
Option D			5	5	6			4	4	5			1	1	1	Option D
Option E			5	5				4	4				1	1		Option E
Option F			5					4					1			Option F
PE,Ct, Sr, Va,Ml)	9	10	4	4	4								1			Not used (PE,Ct
<b>Total</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>46</b>	<b>46</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>5</b>	<b>4</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>Total</b>

In exceptional circumstances, due to Covid related issues or emergency childcare, teachers may need to set work as a pre-recorded lesson instead of a live lesson. On the very few occasions that this should happen, the lesson will still appear within the Microsoft Teams calendar. Provision will be made to ensure that students have ample work for the lesson no matter.

The only times that work may not be present in this way is if a member of staff is not able to set work through illness. If this is the case, then students should instead spend time accessing work for that subject as previously supplied [here](#), which links to a range of screencasts aligned with the school curriculum for each subject. It should be noted, however, that there will be fewer screencasts on the SharePoint site during times of closure as teachers will be understandably focusing on live delivery through Microsoft Teams. Students may also spend this time reviewing previous screencasts or recorded sessions from Microsoft Teams, or similarly going back into previous learning found in SharePoint as a way of revising previous topics.

There is no expectation that teachers will set further work through ClassCharts as homework. Homework should predominantly be an opportunity for students to revise previous content in any case, and this should be done within the time allotted in the timetable within the how is proposed in the table above. However, in some instances, some teachers may opt to use ClassCharts as a way of providing extra links, for example to aid revision for Year 11.

### How will my child access remote education?

All lessons, regardless of if they are being broadcast live or if they are pre-recorded, can be found in the Microsoft Teams calendar. Our provision for students will be the same whether they are at home or in school as part of the critical worker and vulnerable student provision that we have in place. This way, we are sure that every student has the same access to the curriculum.

Students should look at their calendar on Microsoft Teams. In order to keep everything in the same place, both live and pre-recorded lessons will be linked here in line with each student's normal



school timetable. [Please click here](#) for a short screencast showing students how to access the Teams calendar and how to access lessons.

Live lessons will be labelled **Subject – Live Lesson – Period**

Screencasted lessons will be labelled **Subject – Independent Lesson – Period**

School timetables can be found by looking at the ClassCharts app.

For the duration of the closure, all students will have the same lunchtime.

This means to say that lessons will be at the following times:

Lesson	Time
Registration (Mon & Thu)	8:35
1	8:50 – 9:40
2	9:45 – 10:35
Break	
3	10:55 – 11:45
4	11:50 – 12:40
Lunch	
5	1:30 – 2:20
6	2:25 – 3:15

### How will my child be taught remotely?

Perins School will use two predominant approaches to teach students remotely in line with the school curriculum. This will offer a minimum of five hours' remote education per day and will give all students access to the full school curriculum during any time of closure.

#### Live online lessons

The majority of lessons (a minimum of 75% in each subject) will be taught live through Microsoft Teams. There will be a clear focus in communication with all students and teaching staff that live lessons should have a balance of explanation and modelling of new concepts, revision of previous material, and opportunities for students to work independently. Teachers will be available, live, throughout in order to answer any questions that students may have.

Should students not be able to access live lessons for any reason, would like to revisit any in order to have the ability to review learning, being able also to pause and rewind, all Microsoft Teams live lessons are recorded by teachers, and are available at the end of the lesson in the General Posts section of the team, as well as the files for each class.

#### Pre-recorded lessons

The remainder of the lessons, with the exception of Core PE and some enrichment subjects in Key Stage 3, will be taught through pre-recorded lessons (screencasts). these will be predominantly



recorded by the school's own teachers, although in some circumstances we will use pre-recorded videos and resources on websites such as the [Oak National Academy](#) or [Hegarty Maths](#), for example.

It is important to note that students should not try to join meetings when they are independent study (pre-recorded) sessions as teachers will not be there. Should students have any questions about the work set when pre-recorded, they should in the first instance communicate directly with their subject teacher via email. It is also possible to pose questions in the chat for each of those sessions, and these will be visible and answerable by both teachers and students in each class.

Independent working on tasks/ screencasts\* /PE activities etc.

The remainder of the time available on the school timetable left by the omission of Core PE and some enrichment subjects in Key Stage 3 can be spent:

- undertaking PE challenges set by the PE Department (these will be set on ClassCharts)
- revisiting screencasts found on the Perins Curriculum Hub for each subject on SharePoint in order to embed and deepen knowledge and understanding
- revisiting recordings of live Teams sessions in order to recap following live lessons
- using a range of external websites such as the Oak National Academy or BBC Bitesize to supplement both live and pre-recorded lessons scheduled through Microsoft Teams
- reading for pleasure (this is important anyway, but also forms part of the timetable in school as an enrichment subject in Key Stage 3)

What might a live Teams session look like?

Nothing can replace lessons that take place in school. It has been wonderful being back in school and seeing teaching and learning taking place where it should do again, and we can't wait for students to return again.

I have suggested to teachers that lessons may look a little like:

- a review of prior learning
- an explanation of the intended outcomes of the session
- an explanation of each task
- a period of time for students to complete activities (while the teacher is still there to take questions as appropriate)
- a summary of the lesson with any appropriate questions
- an explanation of how the teacher wishes students to share work with them and an indication of when they will be able to give any relevant feedback

Teachers have been asked to make sure that presentation on Teams that involves speaking and listening should be interspersed with opportunities for students to work away from the laptop screen. In the interests of both staff and student well being, there is no expectation that teachers or students should be facing a laptop screen and either speaking or listening for 50 minutes. The PE departments will also communicate with students through ClassCharts at the times that they would have had Core PE with a range of activities. As was communicated during the first closure, students should remain active, and should certainly not be looking at a computer screen all day; it isn't



healthy. No real school day would involve staring at something so intently for up to 5 hours, so it is vital that we encourage students not to do so now.

We will constantly review our use of online lessons, and this will be reflected in further updates. Please do continue to [offer feedback](#) on our systems; your parental perspective is very valuable to us. There is also a parental survey, which will remain live for the duration of the closure. Please click [here](#) to access this survey. Bear in mind that this survey is not monitored as emails will be, so specific questions, particularly urgent ones, should be directed towards relevant staff.

### [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.

All students in the school have been issued with a school laptop (the great majority have laptops through the school laptop scheme, whilst those who don't have been given devices to use in the event of further school closures).

Should you not be able to access the Internet sufficiently well, the school is able to provide upon request either electronic copies of work that enable students to cover the school curriculum or hard copies that can be sent to students' homes. Should you require this, please email Mr Papanicolaou, Assistant Headteacher [here](#).

IT Support - if students have laptops requiring repair or assistance during a school closure, you may arrange a booking with our IT Team by emailing [here](#). They are operating remote support as well as a drop-off by appointment service for repairs.

### [Pastoral wellbeing](#)

In addition to Monday morning Microsoft Teams tutor time, there will now be another opportunity to interact with tutor groups on Thursday mornings throughout the period of school closure.

Students should make sure that they are ready for tutor time at **8:35am on both Monday and Thursday.**

We feel that the additional tutor time will give greater opportunity for contact with school, more ability to check on attendance and engagement, and for additional information that may be specific to individual year groups to be given.

It is important that students remember to come away from laptop screens wherever possible. Teachers will be trying to break up tasks on Microsoft Teams live lessons in such a way that students have opportunities to work independently so that they are not having to listen intently for up to 300 minutes a day. Students should use opportunities in the spaces in the timetable caused by the withdrawal of Core PE and some enrichment subjects to be physically active, even if this is just a short walk around the block. These are opportunities, as shared in the table above, for students to



work independently and to revise previous work, but they are also intended to be a chance for students to stretch their legs or to occupy their mind by reading for pleasure.

Should you be concerned that your child is not able to keep up with tasks being set, it is crucial that students let both their tutor and head of house know that they are struggling. There is absolutely no intention that the demands of work will exceed the ability to complete tasks during the school day. As the school has mentioned on numerous occasions in the past, mental health and well-being are the priority.

### What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Students will be registered by teachers where sessions are run live through Microsoft Teams. These are compulsory, should the student not be unwell (you should still tell the school if your child needs to officially isolate and/or tests positive for Covid 19). Should students not be able to access Teams or SharePoint because of limited Internet connectivity at home, parents / carers should [inform Mr Papanicolaou](#) in the first instance. We will then be able to make necessary arrangements to ensure that no child is left behind due to circumstances out of their control. Students should also let their tutor know if they are unable to access Teams or SharePoint because this functionality isn't working for any reason.

Students should try to participate as fully as possible when in Microsoft Teams live lessons. Although this is more difficult when done remotely, teachers will be using a range of different means, such as digital whiteboards and forms that can be used to taking responses efficiently. This will help us to monitor both progress and engagement when children aren't in school.

Parents and carers should encourage students to get into good routines each day by 1st opening up the Microsoft Teams app on their laptop and checking which of their lessons will be live and which of their lessons will be screen casted for the day. Any gaps in the timetable caused by Core PE and some enrichment lessons in Key Stage 3 should be addressed by making a plan for those lessons in terms of either physical activity or other revision mentioned elsewhere.

Ideally, students we have access to a quiet space to work, but we recognise that circumstances are different in each household. We would recommend that students use headphones to listen to live lessons where it is not possible for different people in a household to conduct conferencing in different rooms of the house. If this is still a problem, please [contact Mr Papanicolaou](#) for advice in the first instance.

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

The school will be monitoring engagement closely throughout any period of school closure by the use of questioning and other forms of assessment that we can efficiently use, such as digital whiteboards and electronic forms. On some occasions, teachers may ask for work to be submitted in order that they can be assessed for knowledge and understanding. Teachers are encouraged to use



Microsoft Forms, amongst other means, as a way of both structuring lessons, assessing learning, and providing feedback to students on their work.

Where there are concerns with either attendance or engagement, parents and carers will be notified through the schools use of the ClassCharts app. Parents and carers should cheque this on a daily basis in order that they are able to encourage all students to participate as fully as possible. The school will also be monitoring attendance through both SIMS and ClassCharts, and have mechanisms to contact separately parents and carers should the need arise.

### 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.

As an example, whole-class feedback can be done easily by something along the following lines:

"I noticed when we carried out x activity last lesson, that the majority of you understood y very well, but that there was less understanding of z. Because of this, we are going to do the next activity to practise what you learned well in x activity and help you to understand y activity better."

Alternatively, teachers may also use Microsoft Forms, amongst other means, as it has the ability to self-mark and also easily helps to structure a lesson that is relatively independent

Every teacher will plan at least one activity per week or fortnight, depending on the amount of curriculum time for that subject, that enables feedback. The school will also be using Microsoft Assignments and Class Notebook increasingly over the coming weeks as a means to further monitor engagement and assess progress.

### 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 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:

- All pupils with an Education, Health and Care plan (EHCP) are invited and encouraged to attend school. Whilst in school, all pupils with SEND will have access to learning support to help them participate in their live lessons via Microsoft Teams. Where a pupil with an EHCP is not able to attend school, their Learning Support key worker(s) will be in regular contact via telephone, email and Microsoft Teams meetings to check-in and support them to access live teaching remotely.
- Perins School will make their best endeavours to run interventions remotely where possible and practicable.





- If a pupil is usually supported by external agencies, this support may continue depending on the individual agency and their policies. The Hampshire Specialist Teacher Advisors continue to work with the school and can provide support remotely.
- Teachers will continue to support pupils with additional needs remotely as they would in school, by making reasonable adjustments to teaching and learning. This may include providing appropriately differentiated materials and the use of Microsoft Teams break out rooms. Teachers continue to have access to support and advice from the school's SENCo and the Learning Support team about how to meet the needs of an individual pupil.

### [If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?](#)

Should the school be open but your child is not able to come to school as they need to self-isolate, individual subject teachers are screencasting lessons in line with those taking place in school in order that children at home are not at a disadvantage. This is part of the ongoing drive to ensure that students are able to access the curriculum fully through the school SharePoint site; teachers continue to make screencasts that enables all students to access learning from previous lessons as this enables students to revise effectively. It has the additional bonus of meaning to say that students isolating can continue with the work being undertaken by those in class.

Please [click here](#) for more details, including how students can access these screencasts and other resource is when they are isolating. Note well that this will only be in effect when the whole school is not closed. In times of closure, the expectation will be that, should they be well enough to work, students will participate instead in the time tabled opportunities through Microsoft Teams, be they live lessons or independent lessons. Should they not be well enough to participate, teachers record all live lessons on Microsoft teams, and these recordings are available following each lesson, both in the general posts in the Microsoft Teams channel for each class, and the available files for each class.

### [Your questions](#)

Should you have any questions about provision in individual subjects, it is always easier to contact subject teachers directly. Should you have any questions that relate to anything regarding the remote provision of teaching and learning, then please don't hesitate to [contact Mr Papanicolaou](#), Assistant Headteacher, who oversees our remote learning provision, directly by email. We very much value your feedback in these matters, as a parental perspective, particularly in these exceptionally challenging times, helps us to revise our practises to make sure that the provision that we are providing for our students is as good as it can be. We appreciate that this is an enormous challenge, and we have very much value the support that you have given to us over the course of time.

Should you have any questions that relate to pastoral well-being, please don't hesitate to contact your child's tutor or Head of House in the first instance, or one of our guidance team, headed by Mr Western, Deputy Headteacher.