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

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.

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

## **The remote curriculum: what is taught to students at home?**

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

All students will be offered a combination of pre-recorded lessons, live lessons, and remote learning tasks through google classroom and 'google meet'.

Remote learning already accounts for 25% of our provision and thus staff and students are able to continue working in established patterns.

This provision has been part of our normal quality assurance processes and has evolved over the first term following feedback from student voice and College Leaders.

All of our pastoral provision has been delivered online throughout the academic year and this continues.

Live online provision will not normally be offered on study days but it is expected that students use these for independent study as normal. 1-2-1 tutorials may take place on study days or additional subject specific intervention for those who are not making good progress.

Live online provision, when offered, will take place in normal timetabled lesson slots. Students will be given guidance about the expectations for these sessions and all sessions will be recorded and attendance taken. If a student is unable to attend a live session they should contact their teacher to explain the reason.



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Students are expected to act responsibly and professionally with regards to their completion of work and thus should communicate directly with their teachers and progress tutor if there is anything preventing them from completing the work that is set/participating in live online learning opportunities.

BTEC students must provide the guidance in the BTEC handbook regarding requests for extensions to deadlines and should contact the Lead IV for their subject if they need clarification

## **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?**

Yes - with the exception of content that cannot be delivered remotely such as practical sessions in sport or science

The planned assessment schedule will also continue but with amendments to account for individual staff and student circumstances

## **Remote teaching and study time each day**

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

The amount of work they are undertaken as a whole should be similar to what was done when they were present in college. However, the balance between face-to-face, prerecorded and independent tasks may be different and may well evolve and change over the course of lock down based on their programme of study. Please see the following table for a rough guide

Subject	Approximate taught content/Independent work
Tutorial	All independent 1.5hr per week 30 mins reading 30 mins task - Wellbeing email.



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L2 core courses	7.5 hours per week + independent study of an average of 3 per week
PIE Learning	1 hours per week + independent study of an average of 1 per week
CITC football provision	4.5 hours per week + wellbeing drop in
L3 'double' subject provision	10 hours per week + independent study of an average of 4 per week
L3 'single' subject provision	5 hours per week + independent study of an average of 2 per week
L3 'triple' subject provision	15 hours per week + independent study of an average of 6 per week
GCSE resit Maths	3 hours per + independent study of an average of 2 hours.
GCSE resit English	3 hours per + independent study of an average of 2 hours.

## Accessing remote education

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

The primary platform will continue to be google classroom.

Remote learning has been part of our provision throughout the academic year. Students who did not have access to a laptop at home were offered one earlier in the year and so it is the expectation that most students should have a device to work on at home.

If a student is sharing a device with other family members they can contact their teachers to request additional flexibility around deadlines for work completion. Where possible we will look to provide these students with an additional device as we recognise that access with a whole family at home may be a problem. Students have been asked to self identify if they are affected by this issue (via Tutorial task 7th Jan 2021).



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

As above.

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

As stated previously

*All students will be offered a combination of pre-recorded lessons, live lessons, and remote learning tasks through google classroom and 'google meet'*

*Remote learning already accounts for 25% of our provision and thus staff and students are able to continue working in established patterns.*

*This provision has been part of our normal quality assurance processes and has evolved over the first term following feedback from student voice and College Leaders.*

*All of our pastoral provision has been delivered online throughout the academic year and this continues.*

*Live online provision will not normally be offered on study days but it is expected that students use these for independent study as normal. 1-2-1 tutorials may take place on study days or additional subject specific intervention for those who are not making good progress*

*Live online provision, when offered, will take place in normal timetabled lesson slots. Students will be given guidance about the expectations for these sessions and all sessions will be recorded and attendance taken.*

*Students are expected to act responsibly and professionally with regards to their completion of work and thus should communicate directly with their teachers and progress tutor if there is anything*



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*preventing them from completing the work that is set/participating in live online learning opportunities.*

*BTEC students must provide the guidance in the BTEC handbook regarding requests for extensions to deadlines and should contact the Lead IV for their subject if they need clarification*

## **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?**

If you are notified that there is a problem with your child's progress please support us by talking to them about why they are struggling to achieve and let us know, via their progress tutor, if there is anything we can do to help.

Please contact your child's progress tutor if you have any concerns about their well being or progress during lock down. You will be receiving an email from them in the coming days so that you have a means of contacting them directly.

As far as possible we expect students to be available online in their designated taught sessions for live lessons/tutorials. We recognise that in some households this will not always be possible. It is the students responsibility to communicate with their teachers about what they can reasonably do in their personal circumstances. If you feel that you need to provide additional explanation or support please do this via the progress tutor.

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

If a student is not engaging with their remote learning you will be contacted by their teacher by email or phone.

A 'remote learning concern' thread will also be recorded on CEDAR and this will be done on a weekly basis to give you ongoing feedback on how your child is doing.

Students who are doing well will continue to receive commendations on CEDAR as usual



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Students in class progress will be recorded on CEDAR as usual via the mark book

You will receive a fortnightly email summarising your child's remote learning score using our usual 1 to 4 scale

1= Excellent 2 = Good (meets expectations) 3 = Requires Improvement 4 = Not being done

Further clarification will be available if you log into CEDAR and review the mark book and the pastoral log. Reminders about how to use CEDAR are available on the Connell Student site which you can access from the college website or here.

Parents/carers and access CEDAR from here and should email if they need to be reminded of their login credentials

## **How will you assess my child's work and progress?**

Students will be assessed as they usually would be for their remote learning. However, we will be working to devise new ways of assessing as we will now be delivering a larger portion of our content through this medium. It is likely that mode of assessment and feedback will evolve and will vary by teacher and programme of study. An overall summary of progress is best viewed via CEDAR or google classroom. Your child can show you their ongoing marks in google classroom for every subject. If you need further information you can contact their teacher via email. The latest PI data and feedback is available in CEDAR and was posted in December/January.

## **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?**



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This term we have been monitoring our SEND students closely to see how well they have been able to cope with the planned 25% of remote learning.

SEND students have had a SEND interview with the SENDCo to ensure that their needs are being met. All SEND students have a profile which is accessible on the drive which empowers them and staff to understand and fully cater for needs. The SEND drive on google also hosts many strategies in supporting SEND students.

We have also gathered student voice regarding students' needs for remote learning. Many students have been isolating and adjusting to more remote learning therefore it has been imperative to get an understanding of what is a challenge. Working on strategies to break through these barriers has been a priority and training disseminated to staff, further equipping staff to cater for students and meet needs was delivered at the end of last term.

During this second national lockdown and with the news of a different type of assessment, SEND students will be checked on weekly with an email or call. This will help support and ensure flexibility with teaching where possible.

If you have a concern about a student please email me on [rhian.brady@coopacademies.co.uk](mailto:rhian.brady@coopacademies.co.uk)

## **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?**



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Decisions about how best to manage this are made by teachers and will vary based on the programme of study and the point at which students are up to with the curriculum

Students may be set work separately or invited to join a lesson live

If a student is not invited to join a lesson live they will be offered one weekly tutorial - either via hangouts or on the phone so that the teacher can check their understanding and the student can seek help

In addition, a welfare check will be made by their progress tutor or another member of staff on a weekly basis

We ask that students act professionally and responsibly by letting us know if they are struggling during a period of isolation - be it with mental health or their learning. However, we use our weekly checks to support students with this and to try to identify possible problems early so that periods of isolation do not lead to poor progress