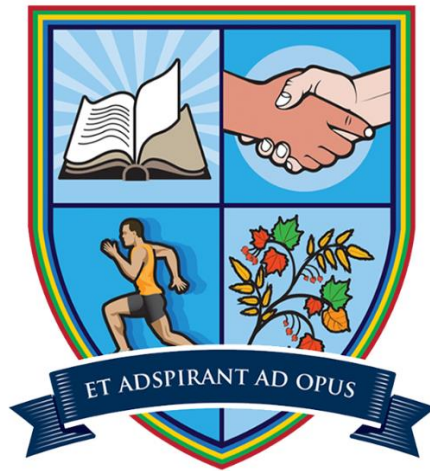


# KINVER HIGH SCHOOL



ENGAGE, SUCCEED, ASPIRE TO LEAD

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## Remote Learning

### Guidance to Educational Provision January 2021

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Kinver High School and Sixth Form, Enville Road, Kinver, Stourbridge, West Midlands, DY7 6AA

# Remote education provision: information for parents

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

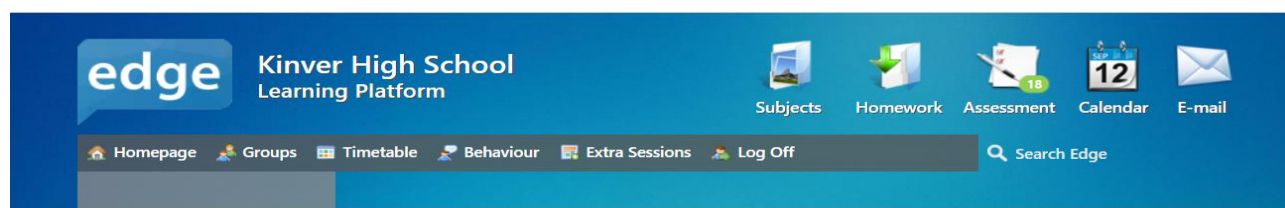
For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

## The remote curriculum: what is taught to pupils at home

A pupil'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 pupils being sent home?

All remote education will start within 24 hours of a student being sent home. A student's normal timetable will be available on **the Edge** (our home learning-school platform page): [Homepage - Edge \(invictus.education\)](http://Homepage - Edge (invictus.education))



All students and parents have their own login, so that our site is secure and cannot be accessed by anyone who is not connected to the school. If you or your child have forgotten your login details or password, please email [nmarlew@kinverhigh.co.uk](mailto:nmarlew@kinverhigh.co.uk)

## Virtual Lessons

By using the Invictus Education purpose-built system, it is possible to create virtual classes, enabling a single point of access for all lessons and resources and allowing teachers to host both live and recorded explanations and lessons.

Teachers will 'set' a lesson to be virtual so students can attend. It will show as purple on the student's timetable.

Teachers may set this up to 24 hours before the lesson starts or as the lesson starts so students can log on, available immediately.

|                 | AM<br>08:50                        | 1<br>09:10   | 2<br>10:00  | 3<br>11:05  | 4<br>11:55  | 5<br>13:35  | 6<br>14:25 |
|-----------------|------------------------------------|--|---|---|---|---|------------|
| Mon<br>11/01/21 | Tutorial<br>Mrs S Ohri<br>L2       | live<br>Music<br>Mrs R Harker                            | Revision Session<br>ICT<br>Mrs S Ohri                 | Virtual Science Lesson<br>Science<br>Mrs S Bourne<br>L1 | Virtual Maths Lesson<br>Maths<br>Mrs J Matthews<br>L2 |   |            |
| Tue<br>12/01/21 | Tutorial<br>Mrs S Ohri<br>L2       | Virtual English Lesson<br>English<br>Miss I Butler<br>L1 | Virtual Science L...<br>Science<br>Mrs S Bourne<br>L1 | Virtual Maths Le...<br>Maths<br>Mrs J Matthews<br>L2    | Workshop<br>French<br>Mrs V Houghton<br>1             |   |            |
| Wed<br>13/01/21 | Catch up<br>Tutorial<br>Mrs S Ohri | Virtual English Lesson<br>English<br>Miss I Butler       |   | D&T lesson<br>D&T<br>Mr J Wilks                         | Virtual Maths Lesson<br>Maths<br>Mrs J Matthews       |   |            |
| Thu<br>14/01/21 | Workshop<br>PE<br>Mr J Connor      | Virtual Science Lesson<br>Science<br>Mrs S Bourne<br>L1  |   | D&T<br>Mr J Wilks<br>L3                                 | 9N & 9V History<br>History<br>Miss N Sparks<br>17     |   |            |
| Fri<br>15/01/21 | Tutorial<br>Mrs S Ohri<br>L2       | Virtual RE lesson<br>RE<br>Mrs C Spooner<br>1            |   | 9N & 9V Geography<br>Geography<br>Miss N Sparks<br>17   | Music<br>Mrs R Harker<br>L1                           | Year 9 Art Lesson<br>Art & Design<br>Mrs K Jarman |            |

## 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?

### Continuing the planned curriculum

Continuing to teach all or most of the normal planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example sciences, music or technology. However, in these and other cases, video demonstrations linked to the curriculum are made available, enabling students to receive feedback on how to progress, these can substitute well for practical work, particularly if accompanied by teacher explanation, commentary and a textbook or electronic resource. Some practical lessons will set independent work on Edge for students to access.

### Physical education:

Physical education is a difficult subject to teach remotely. Some aspects may be able to be delivered using video demonstrations. At the same time, taking account of any restrictions in force and pupils' age and living circumstances, pupils should be encouraged to take regular physical exercise to maintain fitness.

Teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills

Some pupils with SEND will require specific approaches tailored to their circumstances. TA's remote in separately to the teacher to offer 1:1 support for students.

## 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 pupils broadly the following number of hours each day:

|  |  |
|--|--|
| Secondary school-aged pupils not working towards formal qualifications this year | 5 hours excluding tutor time   |
| Secondary school-aged pupils working towards formal qualifications this year     | 5 hours excluding tutor time.<br>Plus, evening tutoring, breakfast sessions and after school intervention. |

# The Timetable

## January 2021

Students in Year 10, 11, 12 and 13 will continue to access the normal timetable taught by their usual teacher. All lessons will be 'live' with additional work set on the Edge.

Students in Years 7, 8 and 9 will access a full but amended timetable. Drama and L2L will assign tasks onto the Edge and PE will not be taught virtually. Instead student will be invited to take part in a once a week morning fitness exercise programme and additional fitness and health and well-being challenges and competitions will be set.

A copy of the KS3 timetable is outlined below:

KS3 - Year 7,8 and 9 Timetable from Monday 11<sup>th</sup> January

|      | Tutor Time (8.50-9.10) | Period 1                               | Period 2                            | Period 3                              | Period 4                        | Period 5                                    | Period 6                     |
|------|------------------------|--|-------------------------------------|---------------------------------------|---------------------------------|---|------------------------------|
| Mon  | Y7 Form Time           | Y7- Science                            |                                     | Y7 - English                          |                                 | Y7- DT                                      |                              |
|      | Y8- PE                 | 8K & 8I- Art<br>8N & 8V - Edge work    | 8N & 8V- Art<br>8K & 8I - Edge work | 8K & 8I - RE<br>8N & 8V <u>Geog</u>   |                                 | Y8- English                                 |                              |
|      |                        | 9K & 9I - ICT<br>9N & 9V- Music        | 9K & 9I- Music<br>9N & 9V ICT       | Y9- Science                           |                                 | Y9- Maths                                   |                              |
|      |                        | Period 1                               | Period 2                            | Period 3                              | Period 4                        | Period 5                                    | Period 6                     |
| Tues |                        | Y7- English                            |                                     | 7K & 7N - <u>Geog</u><br>7I & 7V - RE |                                 | Y7 Science                                  |                              |
|      |                        | Y8 Science                             |                                     | Y8 Maths                              | Y8- Edge work                   | Y8 Maths                                    |                              |
|      |                        | Y9- English                            |                                     | Y9 Science                            | Y9 Maths                        | 9K & 9I - RE<br>9N & 9V French              |                              |
|      |                        | Period 1                               | Period 2                            | Period 3                              | Period 4                        | Period 5                                    | Period 6                     |
| Wed  | Y7 PE                  | Y7 French<br>Y7 Spanish                |                                     | 7V & 7K - ICT<br>7I & 7N - Art        | 7I & 7N- ICT<br>7V & 7K - MUSIC | 7I & 7V History<br>7K & 7N<br>L2L Edge Task |                              |
|      |                        | 8K & 8I - History<br>8N & 8V - History |                                     | Y8 - Forensic Reading                 | Y8-Edge work                    | 8K & 8I ICT<br>8N & 8V MUSIC                | 8N & 8V ICT<br>8K & 8I MUSIC |
|      | Y9 - Form Time         | Y9 English                             |                                     | Y9 - DT                               |                                 | Y9 - Maths                                  |                              |

|       |               | Period 1                            | Period 2 | Period 3                                 | Period 4                  | Period 5                                    | Period 6                                  |
|-------|---------------|-------------------------------------|----------|--|---------------------------|---|---|
| Thurs |               | Y7 Maths                            |          | 7N & 7I<br>MUSIC                         | 7K & 7V - ART             | 7K & 7N- History<br>7I & 7V - L2L Edge Task |   |
|       | Y8- Form Time | 8V & 8N - RE<br>8K & 8I <u>Geog</u> |          | 7K & V- Forensic Reading                 | 7N & I - Forensic Reading | Y8 Maths                                    |   |
|       | Y9- PE        | Y9 - Science                        |          | Y9 - Edge work                           |                           | 9N & 9V- History<br>9I & 9K - French        |   |
|       |               | Period 1                            | Period 2 | Period 3                                 | Period 4                  | Period 5                                    | Period 6                                  |
| Fri   |               | Y7 - Edge Work                      |          | Y7- Maths                                |                           | 7N & 7K - RE<br>7I & V - <u>Geog</u>        |   |
|       |               | Y8 Science                          |          | Y8 DT                                    |                           | Y8 French<br>Y8 Spanish                     |   |
|       |               | 9K & 9I - <u>Geog</u><br>9N & 9V RE |          | 9K & 9I - History<br>9N & V- <u>Geog</u> |                           | 9K & 9I- Art<br>9N & 9V - Forensic Reading  | 9N & 9V- Art<br>9K & 9I- Forensic Reading |

## Accessing remote education

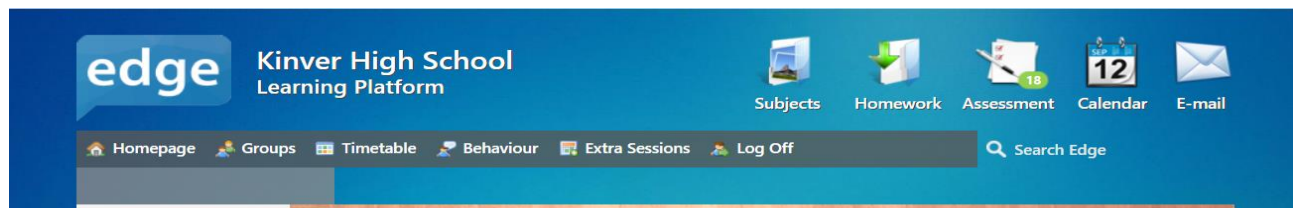
### How will my child access any online remote education you are providing?

A student's normal timetable will be available on **the Edge** (our home learning-school platform page): [Homepage - Edge \(invictus.education\)](#)

Virtual lessons can be accessed either via the student's timetable page or through the 'Extra Sessions' link.

Work assigned in lieu of a virtual lesson will be assigned on the 'Homework' page

Homework, will continue to be assigned via the existing 'Homework' page



All students and parents have their own login, so that our site is secure and cannot be accessed by anyone who is not connected to the school. If you or your child have forgotten your login details or password, please email [nmarlew@Kinverhigh.co.uk](mailto:nmarlew@Kinverhigh.co.uk)

### 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:

- The school contacts all parents of PP children in the first instance and then all parents to see if anyone needs a laptop.
- Laptops can be collected or delivered by school if collection is not an option.
- Internet dongles are also available upon request.
- Parents can contact the school on: [nmarklew@Kinverhigh.co.uk](mailto:nmarklew@Kinverhigh.co.uk) on being issued a device.
- Pupils can submit work to their teachers online via email or the Edge or bring it to the school reception with the teachers and students full name on it.

### How will my child be taught remotely?

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

- Live teaching (online lessons) - including the opportunity for teachers to question individual pupils and for pupils to pose questions to teachers or peers, for example using the 'Chat' function and in some subjects microphones
- Recorded teaching (e.g. voice over Powerpoints, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)

- Textbooks and reading books pupils have at home (both 'hard copy' and electronic)
- Commercially available online websites / learning platforms supporting the teaching of specific subjects or areas, e.g: activelearn; linguascope; Heggerty Maths; Sam Learning
- Weekly competitions and challenges, through houses or form groups.
- Tests and quizzes are an important part of effective teaching and are used.
- Assemblies and registration
- All 'live' lessons are recorded. Therefore, they can be accessed by pupils at a later time, in the case of absence or illness for example.

## 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:

- Students are expected to attend all their lessons each day unless they are ill. Absence is to be reported in the usual manner to:  
[jevans3@Kinverhigh.co.uk](mailto:jevans3@Kinverhigh.co.uk) or [office@Kinverhigh.co.uk](mailto:office@Kinverhigh.co.uk)
- Students are expected to engage in the lesson and attend for the full length of the lesson.
- Students are expected to complete any work and hand it in by the deadline set by the teacher or member of staff.
- We would expect parental support in ensuring students attend their lessons each day for example, by setting routines to support and encourage your child's education.

#### Parental support:

- Ensure your child has **access to a working computer**
  - contact [nmarklew@Kinverhigh.co.uk](mailto:nmarklew@Kinverhigh.co.uk) if your child does not have access to a working laptop or computer
- Make sure they **have the charger handy** if they're using a laptop, and that it's sufficiently reliable to last through heavy usage.
- **Headphones** with a microphone are also useful for video conferences and lessons, especially if your house is a noisier one.
- Communication between you and your child, as well as between siblings who may have to share electronic devices, is also important.
  - To prevent arguments or overlaps on the use of a computer, set up a schedule, giving priority to children who have to participate in real-time, online lessons.
- Setting up a routine... but be flexible - Work out a feasible, comfortable timetable for your child, scheduling set times to complete homework and assignments, so that there is some structure and discipline in their day. At the same time, teachers' online learning plans may change, so be prepared to be flexible with your child's schedule as well.

- Minimizing distractions – Students will need a solid routine. If possible, situate the computer or tablet your child will be using for remote learning in a room without distractions, such as the television or pets who may be distracting.
- It's also useful to set a few ground rules on the use of the internet during periods of remote learning, and clearly separate "learning time" from "leisure time" (social media, online TV, etc.).
- Online safety and positive conduct - Most children are confident users of the internet, but, using the internet for fun as they usually do is different from using it for proper learning.
  - Remind your children to behave appropriately online with their teachers and peers as they would in school, and to ensure that all communication is conducted in secure chat platforms.

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

At the end of each school day, the Invictus Education Trust send out a Virtual Lesson Summary, this details all lessons that have taken place, the teacher, year group, start time, scheduled duration, actual duration, students invited, students attended and the media used (microphone, camera, chat facility etc).

The lesson summary lists all students that were absent. This information is shared with the Headteacher, who shares it with the pastoral team, including the HOY, Safeguarding team, SENCO and student support team. Each student and parent are contacted the next day to check on the reason for their absence and any support needed for the students or family.

- Individual teachers, will check students' engagement with remote education in their lesson.
- If a child is attending but not engaging, contact is made with parents or carers to discuss this a concern. Contact is made through a phone call, email or text message.
- If we are unable to make contact with you, we will write to you or in some cases conduct a home visit.

## 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:

### Formative Assessment

- Online discussion during the lesson, questioning, independent GRIT tasks
- Recall assessment- Polls, 'Forms quizzes'
- Homework / Class tasks that can either be emailed to the teacher or uploaded and completed on the Edge.

Students will receive feedback on their class work during the lesson (if applicable to the lesson) or in line with the homework schedule for each individual subject. Each teacher will set independent work during the lesson and will set a specific time for this to be completed.



## Summative Assessment

- Project based tasks or formal assessments can either be completed in 'Forms' emailed to the teacher as a Word document, or uploaded and completed on the Edge.

## 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:

- Prioritising and offering all students with an EHCP or complex learning needs provision in 'in school' learning during lockdown.
- Ensuring that all SEND students have a weekly catch-up and some 'virtual lesson drop in' support from their TA.
- Attendance to lessons by SEND students is monitored in accordance with the whole school attendance policy.

## Remote education for self-isolating pupils

All virtual lessons are recorded and therefore are accessible to students assigned to that specific teaching group and period only. This means students who are ill, can access learning/lessons at a later time through the secure school learning platform: The Edge

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

When students are sent home to isolate they have full access to their lessons that are taking place in school. Lessons are recorded for access at a later time and the lessons resources are also available the subject page on the Edge. Recorded lesson can only be viewed and accessed by students within the specific teaching group as all recorded lesson links are protected.

Since all classrooms have cameras and microphones, students self-isolating at home should be able to experience a lesson through the virtual platform 'Edge' as close to being in the classroom as is possible. All our lessons are delivered 'live' from the classroom and shared 'live' with any students at home. However, students at home **will only be able to see the teachers screen/board and hear the instructions given by the teacher.**

The key differences here is that the teacher has to focus their time and attention on the majority of students in front of them. Therefore, it may not be possible for the teacher to answer any questions from students accessing the lesson at home in real time.