Remote Learning: Frequently Asked Questions for Parents – and Remote Learning Update

29th January 2021

Remote Learning – Update:

Work Sample:

We have recently undertaken a work sample covering students in all year groups. This was undertaken because staff Teams pages look very different to students' Teams pages – particularly with regard to assignments. As a result of the work sample, we have asked all staff to provide titles and dates in a consistent format; we have asked all staff to set work using the standard school template provided to Departments – so that students are supported by a cover sheet; we have asked all staff to ensure that clear time indications, for each task, are provided – so that students are clear about when to *stop* working on a task.

Please be aware that we have asked staff to make these adaptations *for all new work set*. While work appears to students on a Monday, staff may have set the task before the Monday. This means that it may take one work 'cycle' before these changes are evident in all subject areas. An example of the template is provided below and labelled.

Student Survey:

527 students from all year groups have responded to our 'Remote Learning – Student Survey.' Their responses have been brilliant, incredibly well-considered and incredibly useful. A huge thank you to all students who took the time to provide us with such valuable feedback. These survey results have been shared with the teaching and support staff (with student names removed) and with the school's Senior Leadership Team (with student names included).

A summary of the Survey Results is available on the website. A link to this document has been provided in the Principal's Bulletin.

Q&A Review:

Heads of Department are currently reviewing the existing Q&A arrangements for their subject areas and for students in all year groups. This process had started before the most recent Government announcement regarding school closures.

Heads of Department are quality assuring the live interactive content available. Staff are working in collaboration with colleagues to support and develop online teaching practice within and across Departments. While there will be variation in *content* of Q&A sessions dependent on curriculum delivery and work set, there should be a school standard in terms of provision. Guidance has been issued to staff requesting that Q&A sessions are consistently titled – and that there is a descriptor of content for students in all invitations.

Where additional Q&A sessions are required/requested, *these may be scheduled by staff immediately*. An updated Q&A timetable, for all years, will be shared with parents prior to February half-term. This will show any increases in Q&A provision. Where increases may take place immediately, students will simply receive invitations to those sessions from their teachers.

Further Guidance for Students:

Based on student and parent feedback, we have produced a short video for students with guidance and recommendations regarding organising time. This is available from the school website – and a link to it has been provided in the Principal's Bulletin.

Q&A Attendance:

Teaching staff appear to be noting a gradual increase in Q&A attendance as Lockdown proceeds. Teachers are registering attendance, so that there is a record of how many students are selecting to attend Q&A sessions – and so that patterns of attendance can be examined. For example, Q&As taking place at 8.35am are generally less well-attended than Q&As taking place at 2pm.

There are students who do not attend Q&As or demonstrate engagement with the Remote Learning offer. These students are contacted by the school's Inclusion Team or Sixth Form team. However, there are also students who do not attend Q&As, but who are evidently engaging with and submitting work to teachers.

Remote Learning: Frequently Asked Questions

My son/daughter is finding it really difficult to upload photographs of work onto Teams. Is there something else we can try?

Staff are finding Scanning apps to be particularly useful. There are a number of free scanning apps available online. Staff in English recommend the Adobe scanning app – which they've discovered recently and think is marvellous!

Will there be more online lessons going forward that mirror the school day or timetable?

Departments are currently reviewing the number of Q&A Sessions scheduled and information regarding increases is provided (above). The Q&A sessions *have* to be scheduled from the existing school timetable in order to work…while trying to follow the existing timetable at home is very difficult for students – and not advisable, given the way that lessons may be distributed.

We have found that Q&A sessions are naturally evolving – and that the content of them is changing rapidly. For example, increasing number of staff are reporting that their Q&A sessions are now comprising the aspects of teaching described in the **Additional Parental Guidance** document – in that they are being used to instruct/model/provide feedback.

We think it's really important for students to be able to see each other and talk to each other. Other schools are allowing students to use their webcams – why can't Wymondham High?

We have decided, for safeguarding reasons, that students should not have their cameras turned on. Staff have the choice, as to whether they wish to use cameras in their online interactions. Staff have been advised that students should not have views into staff homes – and some staff are selecting to use background filters. At this stage, we do not think it is appropriate for students to be able to see into each other's home environments – and believe that student ability to use the video function does not negatively impact the *instruction or learning* that can be provided online.

Although our Q&A sessions are academic – and therefore focused on the work set/learning in a subject area, we *are* concerned with the impact of this lockdown on children's ability to interact socially. We are looking at ways to help facilitate social interaction – we know children would like to see each other and are looking at ways to help support social interaction in these difficult times.

We are struggling with the volume of work. It is stressful for my child – who experiences processing difficulties and takes far longer to complete a task than others of his/her age?

Please see the short guidance video that has been provided for students/parents and which is available to download from the school website. This should provide some assistance with organising independent learning time at home.

Please reassure your child: <u>everybody works at different paces and in different ways</u>. If your teacher has said that a task should take roughly an hour – stop at the end of that hour, even if you aren't finished, and submit what you have done. The fact that you haven't finished the task in the hour is something your teacher needs to know – but it's certainly nothing to worry about. Everybody is working in very different and difficult circumstances – all any of us can do is our best.

Our advice to students would be: do what you can. Try your best. <u>Don't worry</u>. If a task is taking ages and you're getting stressed – stop, submit what you've done (or go back to it later) and move on to the next task.

I'm concerned at the amount of additional work from Q&A sessions – there's too much work being set. Is the time taken to attend Q&A sessions taken into account by staff?

The school's 'Remote Learning Policy' states that all subjects should set work over a two-week period. This independent work is supplemented by live online interaction – these are Q&A sessions, although content may range from instruction, to modelling, to feedback, to Question-Answer…dependent on curriculum content and work set.

Students may well find that attending all Q&A sessions means that they have less time in which to complete independent work set. Please reassure students, as outlined above: students should do what they can. They can only do their best. They do not need to be stressed or anxious about not completing work, or not being able to complete tasks – they should *do what they can*.

We understand that working at home is very difficult. We *are* strongly encouraging attendance at Q&A sessions because we want to provide live teaching and live interaction between teachers and students. We understand this means there will be less time available to complete independent work.

We know that teachers might set 'too much' work – we'd rather they set 'too much' than not enough. We fully accept and understand that this might mean students do not complete *every task* set. We can see where students have been on Teams – we can see where students have spent time accessing the online resources. We can see, from assignments, what students have attempted – or tried to do…so again, the advice to students is: do the best that you can…and don't worry!

With huge thanks to parents for all feedback, comments and support.

Work Setting Template

Year Group: Independent Work

Class	Class Code	**Guidance Notes:**
Subject	Subject	*Space here for a brief description of any specific guidance. Particula...*
Date Set	Date Set	*broad indication of when to stop working: 'Follow the broad gu...*
Assignment Due	Date Due	*with regard to time allocated. If that means the task is not compl...*
		the time set, submit what you have completed...'

Time Guidance – Subject:

In addition to the work undertaken in lessons, students in YEAR GROUP will be expected to undertake a minimum of **hours** of independent study per fortnight form the work that is set for their class on Microsoft Teams. Additional stu... include opportunities for over-learning and consolidation, in addition to opportunities for practising key skills.

Students who are working from home will be expected to undertake a minimum of **named hours** independent work acr... course of the timetable. **This equates to hours in subject per week.**

Independent Learning Tasks:

	Description of Task:	**Time Allocation**
1	Description of independent study task 1. Links to any websites or other online resources.	Broad Indication of time
2	Description of independent study task 2. Any descriptions of where to find resources. For example: 'You will find the resources for this task in the Files Section of our Teams Page, in Class Resources...' or the resources for this assignment are attached...	Broad indication of time
3	Task 3...	Broad indication of time
4		
Work to be submitted:	List of what work to be submitted on Teams	

Broad indication of roughly how much time a student should spend on that subject each week. This is **broad** and **general** – and to be taken as an indication...as working at home is not the same as working in classrooms at school.

Descriptions of tasks and links/directions to any resources.

Each task will have a **broad** indication of the time it should take. Students should spend up to that time indication on the task...and then stop, even if they are not finished!

A checklist of what needs to be submitted by the end of the two-week period.

All work is submitted via Teams – and as soon as the work for an assignment is submitted...the assignment disappears from the student's list.

All staff will use this template for any new work set.

Please be aware that staff may have already set work for the next two weeks – even though the work won't have appeared to students yet...many staff are setting work in advance and scheduling it to appear to students. This format will be used by all staff when setting work from this point forward – it may take a couple of weeks for students to see that all staff are using this template.