

Willingdon Community School Remote education provision: information for parents

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

Where individual students are self-isolating, please see the final section of this page about what to expect.

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?

As the systems take a couple of days to move over to a new 'live lesson' timetable, each subject will set for completion on that day. If possible, some live lessons will take place following the school's usual timetable.

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?

We aim to 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, we have moved to one-hour lessons, four times a day to help students to learn better. In some subjects, where more practical lessons are the norm, there will be an emphasis on more written or theory work. Students will catch up with the practical work as soon as we are able on our return to school. We understand remote learning is no substitute for face-to-face teaching, but we will make sure students have a chance to go over things they have learned remotely at home, once school starts again. Our main priority is to make sure students do not have gaps in their learning.

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 five hours a day. We aim for three hours of live learning which are supported by supplementary work that teachers will set every student on EduLink.

Daily Timetable

8.30 – 9am	Daily Mindfulness/ wellbeing sessions (Different year group each day - optional)
9am-10am	Lesson 1
10-10.30am	Assembly (different year group each day)
10.30-11am	Break
11am -12pm	Lesson 2
12pm-1pm	Lesson 3
1pm-1.30pm	Lunch
1.30pm- 2.30pm	Lesson 4
2.30-3pm	Daily Mindfulness/ wellbeing sessions (Different year group each day - optional)

Year Group Timetables

(codes for live lessons have been sent to students / parents and are available on EduLink)

YEAR 7 FIRST HALF				
MONDAY	1	2	3	4
	Geography	History	English	
TUESDAY	1	2	3	4
	RSHE	Music	Science	
WEDNESDAY	1	2	3	4
	Maths	MFL**		English
THURSDAY	1	2	3	4
	Science		DT	Art

YEAR 7 SECOND HALF				
MONDAY	1	2	3	4
		History	Geography	English
TUESDAY	1	2	3	4
		Music	Drama	Science
WEDNESDAY	1	2	3	4
		Maths		DT
THURSDAY	1	2	3	4
		Science		Art

YEAR 8 FIRST HALF				
MONDAY	1	2	3	4
	Art	MFL Fr *	MFL Sp *	Science
TUESDAY	1	2	3	4
	History	DT		English
WEDNESDAY	1	2	3	4
	Science	ICT		RSHE
THURSDAY	1	2	3	4
	Maths	English		Geography
FRIDAY	1	2	3	4
		Music	Drama	Maths

YEAR 8 SECOND HALF				
MONDAY	1	2	3	4
		Art	RSHE	Science
TUESDAY	1	2	3	4
		History	DT	English
WEDNESDAY	1	2	3	4
	Science	ICT	Drama	
THURSDAY	1	2	3	4
	Maths	English	Geography	
FRIDAY	1	2	3	4
		MFL Fr *	MFL Sp *	Music

YEAR 9 FIRST HALF				
MONDAY	1	2	3	4
	ICT	Science	Art	
TUESDAY	1	2	3	4
	Maths	MFL Sp *	MFL Fr *	History
WEDNESDAY	1	2	3	4
	English	DT	Music	Science
THURSDAY	1	2	3	4
	RSHE	Geography	Science	
FRIDAY	1	2	3	4
	English	Maths		Drama

YEAR 9 SECOND HALF				
MONDAY	1	2	3	4
	ICT	Science		Geography
TUESDAY	1	2	3	4
	Maths	Art	MFL Fr *	MFL Sp *
WEDNESDAY	1	2	3	4
	English	History	RSHE	Science
THURSDAY	1	2	3	4
		Drama	Science	DT
FRIDAY	1	2	3	4
	English	Maths		Music

YEAR 10 FIRST HALF				
MONDAY	1	2	3	4
	Science		Option 3	Option 2
TUESDAY	1	2	3	4
	Science	Maths	PE Vcert	Option 3
WEDNESDAY	1	2	3	4
		English	Option 1	Option 2
THURSDAY	1	2	3	4
		Maths		RSHE
FRIDAY	1	2	3	4
	Option 1	English	Science	PE Vcert

YEAR 10 SECOND HALF				
MONDAY	1	2	3	4
	Science		Option 3	Option 2
TUESDAY	1	2	3	4
	Science	Maths	PE Vcert	Option 3
WEDNESDAY	1	2	3	4
		English	Option 1	Option 2
THURSDAY	1	2	3	4
		Maths		RSHE
FRIDAY	1	2	3	4
	Option 1	English	Science	PE Vcert

YEAR 11 FIRST HALF				
MONDAY	1	2	3	4
	English	Maths	Science	
TUESDAY	1	2	3	4
	Option 3	RSHE	Option 1	
WEDNESDAY	1	2	3	4
	Option 2	Science	Maths	
THURSDAY	1	2	3	4
	Option 3	Option 2	English	
FRIDAY	1	2	3	4
	Science		Option 1	

YEAR 11 SECOND HALF				
MONDAY	1	2	3	4
	English	Maths	Science	
TUESDAY	1	2	3	4
	Option 3		Option 1	RSHE
WEDNESDAY	1	2	3	4
	Option 2	Science	Maths	
THURSDAY	1	2	3	4
	Option 3	Option 2	English	
FRIDAY	1	2	3	4
	Science		Option 1	

These are the hours of supplementary tasks set each week

	Supplementary Tasks
Y7	English/ Maths/ Science = 2 hours each History/ Geography/ MFL =1 hour each PE = 1 hour
Y8	English/ Maths/ Science = 2 hours each History/ Geography/ MFL =1 hour each PE = 1 hour
Y9	English/ Maths/ Science = 2 hours each History/ Geography/ MFL =1 hour each
Y10	English/ Maths/ Science = 2 hours each Options = 2 hours each
Y11	English/ Maths/ Science = 2 hours each Options = 2 hours each

Accessing remote education

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

We will continue to use the EduLink as the way we will set pupils their supplementary work. EduLink will also be the main way we communicate with you. Following the success of the last lockdown procedures, we will use 'Google Classroom' and Google Meets' to deliver all our remote learning and assemblies. Our students are already very familiar with how to use Google Classrooms and Google Meets but we are attaching a link to guides here which will take you through step by step. Please remember, if you have any technical questions our IT Help team is available on help@willingdonschool.org.uk

[Introduction Guide on remote education for parents](#)

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. These are the steps we are taking to help students access remote learning:

Our goal is to provide online access to all our students. Currently we have lent out all available devices so students can access online learning from home. In order to improve the quality of access for some families, we are also waiting for a delivery of further devices from the government. Anyone needing help with devices or dongles should contact the school on talk2us@willingdonschool.org.uk

If there are issues with technology, our IT technical department can be contacted on help@willingdonschool.org.uk

How will my child be taught remotely?

We use a variety of ways to teach students remotely:

Our main method of teaching lessons is through our 'live' lessons delivered through Google classroom/ meets.

We are also using a number of packages across a range of subjects to make the learning more fun and to ensure the students have a range of experiences. These include; My Maths, Educake, Seneca and Doodle, but there are lots of others too. Many of the packages are familiar to our students as we use them widely in school when not in lockdown to support students' learning.

In addition, we are introducing an optional weekly enrichment menu so that students can get involved in some more practical tasks, not all computer based, so that they make the most of their immediate environment and can explore activities which may interest them further.

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?

We learned a lot about the best ways to deliver remote learning during the first lockdown in March 2020. As a result, we were able to develop some strong systems, which helped us to adapt quickly to a second lockdown. This has meant that the vast majority of our students are attending live lessons on a daily basis and in a wide range of subjects in every year group. Students continue to have access to teachers with whom they have established relationships and this has resulted in high levels of engagement in learning which we are seeing.

We expect all students to engage with live learning and registers are taken for each live session. If a student is absent then we will follow up with a phone call and an expectation that the student watches a recording of the lesson to allow them to keep up with their learning. The advantage of the live lessons is that if we take charge of the teaching! We simply ask that you make sure your son/daughter is 'in' the lesson.

We understand that, where parents are working, there may be a limited number of devices available for students to use. Live lessons will be recorded so they can be accessed at another time. Also, we are looking to support students where we can with extra devices if they are from a large household.

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

- We pride ourselves in our engagement with our community and make regular welfare calls home to our students and families. Absence will be followed up with absence calls. We pride ourselves in our engagement with our community and make regular welfare calls home to our students and families. Absence will be followed up with absence calls. Parents are expected to inform the school by 8:30am daily of any reasons why a student is unable to engage in live learning. Each lesson has a member of staff allocated to take the register. If a student does not have a legitimate reason for being absent from the live lesson, a call will be made to the home address and parent if they are at work. Directors of Student Progress track the attendance to live lessons daily and arrange meeting with parents if their child has continued absences. Following the DfE guidance, continued disengagement with live learning will result in the school directing the student to attend the provision at school as they will be classified as a vulnerable learner.
- Directors of Student Progress complete a daily analysis of attendance to all lessons, including assemblies. They will also complete a review of the weekly analytics of EduLink to monitor the engagement in supplementary learning.
- We are also using our rewards and sanctions programme to indicate to you through EduLink points for attendance and engagement in lessons.
- Teachers/ welfare staff are monitoring our internal systems very closely so that if there is a concern you will be contacted quickly to discuss any concerns.
- We are also using our rewards and sanctions methods so you can see, to indicate through EduLink, the points your child has been awarded for attendance and engagement in lessons.
- Teachers/ welfare staff are monitoring our students, very closely so that if there is a concern, you will be contacted quickly

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 good ways to give students advice about their work. Our approach to feeding back on student work is as follows:

We have designed our lessons carefully so that there are three members of staff involved every time; one does the main teaching, one supports the learning and the third is monitoring students' attendance. This helps teachers to ensure that all students will receive feedback weekly. It can take many forms, such as comments on work posted on goggle classrooms, or instant feedback on the digital platforms we use. We do expect a longer piece of feedback to include DIRT tasks (Dedicated Improvement and Reflection Tasks) to be set fortnightly.

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?

Students with identified needs such as SEND or looked after children are receiving additional support during lockdown. All students in our school received phone calls from their tutor and/ or other staff to check on the student's welfare but those with additional needs will receive the additional welfare checks from either the Director of Inclusion, Assistant Director of Inclusion or from a learning support professional. Students who are ordinarily supported by the Hearing Support Facility now have these sessions online.

The majority of our students are able to access the live lessons because teachers are making sure that the work suits everybody. Some students require additional support which is being delivered online by our Inclusion team on a daily or twice daily basis.

The Children's and Families Act remains unchanged and, as such, our students who have EHCPs continue to have as many interventions as can be delivered online or within the keyworker bubble at this difficult time. Annual reviews and planning meetings with other agencies such as Educational Psychologists will continue as normal.

If a parent or carer has any concerns regarding their child and their additional learning needs being met, they should contact Mrs Barber to discuss their concerns as soon as possible to arrange support.

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

All our current approaches above can also be used by students who are self-isolating. We understand that if a student is ill, they may not be able to participate in the live lessons but they will have access to recordings of the live lessons which are available on google classrooms. Parents/ Carers can liaise directly with the year team or again communicate with the school through the talk2us email. talk2us@willingdonschool.org.uk