



## Remote Education

Lent term 2021

Commencing Wednesday, 6<sup>th</sup> January 2021

This document provides information for parents, and describes the school's approach to delivering the educational provision, including academic, therapeutic and pastoral elements, remotely during the current period of restricted school-access nationally for children and young people.

This document should be read in conjunction with Mrs Kerr's letter to all pupils' parents, of the 5<sup>th</sup> January 2021.

### **The remote curriculum: what pupils will be taught**

The full curriculum, as planned for delivery in school, has been transferred to our remote-learning platform, *Microsoft Teams*. Pupils working from home will follow their normal school timetable from 8.30am through to 4.20pm every term-time school day, accessing planned learning activities for each timetabled lesson with a majority of sessions including some element of live interaction with their normal class teacher, often via video-calls.

Pupils will therefore continue to access their normal programme of study in each of their subjects. This remains true for pupils Learning Development Centre therapeutic lessons, with Speech and Language Therapy, Occupational Therapy, Literacy and Numeracy intervention classes being delivered in the same manner.

Pupils will continue to be supported by their form-tutor through their normal twice-daily form-time sessions, promoting pupils' social interaction with peers and opportunities for pastoral support.

For pupils in the Junior years, some wider-curriculum subjects will not always be delivered as discrete lessons, but their curriculum content will continue to be delivered to pupils through other subject lessons. Those named lesson times will afford the necessary additional time for pupils' engagement with activities set as part of the remote learning programme.

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

Pupils should expect their remote school day to last from 8.30am until 4.20pm each term-time school day.

Following their normal timetable, they will normally expect to attend form-time each morning, and follow their normal timetable of six taught lessons of approximately 55 minutes each.

The normal allocations of morning break-time and an hour's lunch-break, according to the timings of their normal timetable, apply.

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Afternoon form-time begins at 4pm and concludes at 4.20pm unless the form-tutor has agreed alternative arrangements with any individual or with their group.

For pupils in the Junior Years, some wider-curriculum lessons will not have discrete instructions, but will be used by teachers for pupils' engagement with learning activities already in progress.

### **Accessing remote education**

All pupils have become familiar with accessing their learning using our remote-learning platform, *Microsoft Teams*. For any pupils new to the school at the start of this Lent term, their form-tutor will make special arrangements to provide support for the new pupil and their parents, so that they are able to build their competence and confidence in accessing their learning remotely.

Pupils access *Microsoft Teams* through the school website, or by searching for '*Microsoft Teams*' using an Internet search-engine. They log-in using their normal school I.T. username and password. Their username is their school email-address.

Pupils find they are already assigned to separate 'teams' respective to each of their subjects, therapeutic disciplines and pastoral groups. Through their subject or therapeutic team they will access set work using the 'Assignments' function. This enables each pupil to access instructions and resources, and to submit and edit work for their teacher to view and to assess. Pupils will also access their 'live' video-lessons through their subject or therapeutic team, and will access form-time in the same manner.

Resources provided by pupils' teachers and therapists are likely to include non-*More House School*-specific Internet-based resources identified by teachers and therapists as beneficial for pupils' learning and development. Direct links will be provided except where pupils practising their Internet-search skills is a planned learning objective. Many pupils are already familiar with frequently-used resources such as *MyMaths*, *Seneca*, *BBC Bitesize*, *Mangahi*, *GCSEPod*, and *Tutor 2 U*.

### **Supporting parents to support their sons**

Parents are unable to log-in to their sons' *Microsoft Teams* account due to their not having *More House School* I.T. access, and because it is not appropriate for parents to access a pupil-based school platform. However, it is important for parents to have sufficient information to enable them to support their sons' organisation and engagement as necessary.

Parents have access to view their son's school timetable at any time, using the *Parent Portal* element of our Management Information System (MIS), *Engage*. The *Parent Portal* is accessed via the website and parents have their own log-in details. A brief overview or summary of each lesson's focus and method of accessing the learning is added in advance to the lesson period on the pupil's timetable, allowing parents to view the overview for each lesson in advance. This enables parents to understand what is expected of their son for that lesson in terms of method of engagement and objectives.

### **Access problems**

Where pupils experience any difficulty accessing an element of the remote-learning for an individual subject or lesson, they should seek to contact the relevant class teacher. In most instances this is most easily achieved by using the *Chat* function in that subject's team. Alternatively, a pupil may choose to email their teacher.

Where communication with the teacher is difficult, or the problem is not specific to an individual subject, the pupil or their parent should contact their son's form-tutor, either by email or through the *chat* function on *Microsoft Teams*.

If the problem relates to log-in difficulties, it may be swifter to contact the school's Main Reception and office team, via [schooloffice@morehouseschool.co.uk](mailto:schooloffice@morehouseschool.co.uk) or on 01252 792303. The staff will be keen to help you.

If a pupil's access is difficult due to lack of equipment, e.g. no computer access at home, or inadequate wireless Internet provision, contact should be made with the pupil's form-tutor in the first instance, who will then communicate the need to the relevant senior member of staff.

As in previous remote-learning situations, the school has been able to support individual students with access to laptop computers. A recent parental-questionnaire indicated no wireless Internet access problems. However, form-tutors and heads of year are monitoring pupils' engagement in their remote-learning, and initiating communications with parents where any concerns are identified.

Where access to hard-copy, printed or published resources is necessary, the school arranges for such resources to be posted to pupils' home-addresses. Where work cannot be submitted to the teacher using electronic means, work may be posted to the school office for the attention of the teacher, or may be handed-in to Main Reception in person.

### **Engagement and feedback: expectations**

Pupils are expected, wherever possible, to attend all timetabled lessons that include an element of live interaction. In the rare instances where live interaction is not a planned element of the lesson, pupils are still expected to use that allocated lesson time for engaging with the set learning activities.

Pupils should expect the register to be taken by the teacher or therapist for every timetabled lesson or therapy session.

Pupils are expected to be appropriately dressed when attending their remote-learning lessons, although they do not need to wear school uniform. Nightwear, onesies, or clothes bearing images or slogans which might reasonably be deemed potentially offensive to another person, are not appropriate.

Whenever a live video-call element is in session, pupils are expected to keep their webcams live, unless this causes connection and communication difficulties. Pupils and their parents have already been provided with guidance on managing their remote-learning environment safely.

Pupils are expected to engage with all assignments or other learning activities set, and to submit all work requested by their teachers or therapists.

Any concerns regarding pupils' engagement, whether relating to attendance, lesson-participation or to the submission of work, are referred to a pupil's form-tutor who, in discussion with the head of year, will communicate with the pupils' parents to discuss a programme of support. In some instances, a reduction in the timetabled demands for any individual student will be considered. This monitoring and promotion of pupils' engagement and progress is overseen by the Assistant Head (Pupils).

It is recognised that the remote-learning environment presents myriad additional challenges for many pupils, including the pressure of viewing classmates looking at them directly through the computer-screen. Teachers and therapists are sensitive to these difficulties and committed to supporting individual pupils and their parents so that individual pupils derive the greatest possible benefit from the remote provision.

### **Assessing pupils' progress**

Teachers and therapists use live interaction to engage with pupils during lessons, and use questioning and pupils' participation in activities as means of assessing understanding and progress. Pupils' independent work, submitted to their teacher or therapist, also provides assessment opportunity. The *Assignments* function of *Microsoft Teams* enables teachers to annotate pupils' submitted work with commentary, and return the work to the student.

During this period of remote education, the school's normal tracking and reporting systems continue. Parents' evenings continue using our remote platform, *SchoolCloud*, affording parents individual discussion with their sons' teachers, tutor and therapists. Half-termly Progress Monitoring grades are published to parents

### **Individual circumstances**

Pupils who are self-isolating will access their educational provision in the same manner as described above. This remains the case even if their peers are in school, with live-video lessons and other learning activities delivered through *Microsoft Teams*, whether the teacher is based on-site or working from home.

Pupils who are attending the school site through this period of restricted school access, with the majority of their peers learning remotely, will also access the same remote-learning provision as their peers, using the school's on-site I.T. facilities in the same manner as if they were accessing from home. The exception is for pupils in Key Stage 2, i.e. Junior boys, who, if on site, will access some live teaching in the classroom rather than accessing all learning remotely.

Where a pupil is too unwell to engage with his learning, his parent should contact the form-tutor, copying in [schooloffice@morehouseschool.co.uk](mailto:schooloffice@morehouseschool.co.uk), to advise the school of the situation, and that the pupil will be absent from his lessons due to illness. This communication should be repeated on each day of absence.