



Cranbrook School - Remote Learning Parent Summary

Introduction and Scope

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event lessons are unable to be delivered 'face-to face' as normal.

Situations where this policy may apply include:

- A pupil who is absent from school for three or more days for a pre-agreed reason e.g. taking part in a sporting tournament, educational, cultural or spiritual experience
- Pupil exclusion
- In the context of the COVID 19 Pandemic, pupils unable to attend school due to a period of advised self-isolation but who otherwise remain well (See Section 2). Such isolation may be due to governmental guidelines, wider familial context or the impact of school bubbles
- An extended period of school closure.

This policy does not apply in situations such as:

- A student who absents themselves from school without prior authorisation from the school, with or without parental permission, e.g. a family holiday taken in term time.
- A parental decision to absent their child as a precaution against an outbreak of infectious disease but contrary to official medical advice from Public Health England, the UK Government or the World Health Organisation.

Where students are absent from school through illness and are unable to engage with learning, this policy does not apply. Usual support mechanisms, triggered by HOH, HOD, Attendance Officer and wider individuals (as required).

How do students access learning remotely?

Cranbrook School students are not provided with an iPad / Laptop to enable remote working. Access and provision are reliant on available IT facilities in the home. In the case of a school closure, regular inventories of student access are made, with provision of equipment made for disadvantaged children (where limited school equipment is available or provided by government schemes). Priority of equipment is given to disadvantaged students as follows: Pupil Premium in Years 11 and 13, Pupil Premium in Years 10 and 12, Pupil Premium in Years 7, 8 and 9, Years 11 and 13, Years 10 and 12, Years 7, 8 and 9. Whilst students' learning experience will be heightened with access to a laptop or computer, an android mobile phone (with a secure Internet connection) will enable students to access work set, any 'live' opportunities and pastoral care and support.

What should my child expect from immediate remote education in the first three days of being sent home?

Students in school learning timetables will continue. Where technology and in school provision allows, the remote learning experience will consist of interactive learning experiences via Teams and set work packages. Where technology and context do not allow this, a work package for the student will be provided on Teams, endeavoring to represent time, content and challenge of the 'in school' experience.

Following three days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subject. For example, PE and Games, Food & Nutrition, Sciences and Art, where practical aspects may require specialist equipment and instruction. Every effort is made to mirror students' usual in school curriculum and challenge.

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

We expect that remote learning mirrors the students' in school experience and timetable, representing contact and engagement between 8.30am and 3.35pm (approximately six hours). Students will access live sessions and set tasks, in accordance with their usual timetables. Students will take break and lunchtimes in accordance with usual timetables. The usual homework timetable continues for Years 12 and 13. The usual homework timetable for Years 7 to 11 is suspended. Homework in these year groups is set more sparingly, where there are specific curriculum needs, but with a sensitivity to student well-being.

Where do students access their learning?

Work will be set, submitted and assessed through Microsoft Teams (from iPad, iPhone or desktop application <http://teams.microsoft.com/>) . Where other platforms are being used, at all times, instruction and signposting will be communicated via Microsoft Teams.

Microsoft Teams is a collaborative platform that allows for real-time communication and sharing of resources between teachers and their classes. Every member of the Cranbrook School community has been set up on Teams and pre-registered to each of their classes, with training and support given to navigate through Microsoft *Assignments*, *Teams* and *Chat* platforms. Whilst there is not an expectation for staff or students to broadcast live or recorded audio or video through Teams, it is recognised that the interactive experience this brings greatly benefits learning and engages with students.

Where students are children of key workers or vulnerable, 'in school' provision will be provided for remote learning to take place. Communication from parents in advance is expected, in order provision can be made.

What is expected of my child?

Students' remote learning timetables mirror their in-school timetables. Work will be set prior to or at the beginning of each timetabled lesson. Remote timings replicate usual in school timings.

Assuming students are well enough to work and they have consistent access to IT equipment, they are expected to:

- Be an active presence on Microsoft Teams, following their scheduled timetable. Within this timetabled period, subject teachers are an active presence on Microsoft Teams. Students must contact teachers directly if they have any further questions or require support.
- Engage with and complete all work set for them through Teams. Tasks are clearly dated and saved in the "files" on the class "Team".
- Submit work which is requested (in adherence with any advertised deadlines as part of teacher instructions). This will be via Microsoft Teams Assignment. This may require students to utilise other platform, including 'Forms' and OneNote. Students are expected to submit the work they have completed via Assignment at the end of each lesson, where technology and task allow, so, mirroring an 'in school' experience of handing exercise books in. Where not possible, work should be submitted that evening.
- Spend the appropriate lesson time completing tasks.
- To meet deadlines of homework tasks when set. Homework will continue as normal for Years 12 and 13. Homework will continue to be set but at a reduced level for Years 7 to 11, as detailed above. Assignments with clear expectations will be set via Teams, using the Assignments platform.
- To attend all tutor time periods and advertised assemblies.
- To check school emails regularly and read and respond to communication from the school
- Where students experience problems with IT systems, they should proactively inform IT support, by emailing helpdesk@cranbrook.kent.sch.uk

What is expected of my child in any 'live' sessions?*

Where resources permit, live content will be delivered. It is though not an expectation. In some instances, this might be a brief opening to set up tasks for the period. In other instances, it might be a pre-recorded webinar. Where 'live' sessions take place, they are recorded and will be available for students to revisit on the relevant subject 'chat' feed following the delivered session.

- Attend all 'live' sessions, where they are scheduled (these will appear in student calendars and/or be advertised by subject teachers in advance).
- Be an 'active' presence in any 'live' sessions, adhering to positive behaviour for learning. For example, responding directly to teacher instruction, turning microphones and cameras on (where technology or systems allow) and asking questions if unsure or requiring more challenge.

*At all times, this is subject to access to IT and wider context in the family home.

Student Behaviour

Students are expected to uphold the same standards of conduct and behaviour when out of school, using school systems. This includes but is not limited to:

- Ensuring appropriate language is used in Teams comments or emails, and that any comment is on-topic and relevant to the task in hand.
- Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.
- Ensuring microphones and cameras are on, technology and Internet bandwidth dependent.
- Ensuring that clothing is appropriate, following the same guidance as a normal “non-uniform” day in school.
- Alerting subject teachers to any issues with accessing content, completing tasks or challenge.

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

Student pastoral and academic support and accountability procedures mirror those for students when they are in school. Teachers take registers and update our Attendance Officer. Usual pastoral and monitoring channels continue, with direct in school communication, student and/or parent communication (as appropriate). Student feedback will be given via Microsoft Assignment, in accordance with the school’s marking and assessment policy. Feedback on all lesson ‘Assignments’ is not expected. 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. The school’s published assessment and reporting calendar continues. Where wider context dictates, including in school resources and Department for Education directives, assessment and reporting timeline will be amended to suit the academic and well-being needs of the school community.

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 or in school. 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: in school provision (where best suited) and wider bespoke support plans.

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

Where individual pupils 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 pupils both at home and in school. Where technology and context allows, hybrid learning with a

'live' experience will take place. Where technology and context do not allow this, a work package for the student will be provided on Teams, endeavoring to represent time, content and challenge of the 'in school' experience.

Who can I contact at school?

- **If your child is ill and therefore unable to work, contact absence@cranbrook.kent.sch.uk**
- If your child is unable to access specific subject tasks, in the first instance, they should contact their subject teacher.
- If your child has problems accessing the school network, including Microsoft Teams, they should direct any queries to: helpdesk@cranbrook.kent.sch.uk
- Any general enquiries should be directed to Barham Office: reception@cranbrook.kent.sch.uk
- **Pastoral or wider learning concerns.** Please continue to keep an open channel of communication with the school. In the event of any pastoral issue, difficulty or concern you might have for your child, (i.e. no Internet connection, your child's access to or engagement with learning, or wider context in the home), you or your child should in the first instance contact the Head of House or tutor.

As a parent, how best can I support my child's remote learning?

- Support the timings of the school day and so encourage punctuality to each learning opportunity (including live sessions)
- Encourage your child to wash and dress appropriately for his/her school day
- Provide IT equipment and connectivity to enable access to all learning.
- Where issues exist in the home with equipment or connectivity, to alert Cranbrook School as soon as possible via aforementioned contact pathways. Alternative provision and support may well be available.
- Encourage 'screen off' time in scheduled breaks, lunch and after the school day.
- Encourage mobile phones connectivity to be disabled, and wider social media platforms, when students are learning.
- Alert Cranbrook School to any pastoral or wider concerns you might have for your child, via the contact pathway detailed above.
- Take an interest in your child's learning and encourage them to share challenges and experiences with you. Celebrate their success.
- Working remotely places significant challenges on everyone in the school community, (parents, students, teachers and support staff). Take pride in your child's successes, as they negotiate their way through this experience, building resilience, problem solving skills and self-discipline. Equally, acknowledge that we will all have challenging days, where working and focus will be difficult within wider demanding contexts.

Chris Johnson, Assistant Head, January 2021