



Rivers Academy Remote Education Provision

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.

If students are required to work remotely, parents/carers will be informed by letter or phone call. These communications will detail the dates to which this period of isolation and remote learning relates in the first instance. It is from this notification that our Remote Education Provision begins for students. The Academy will be in regular contact with home, both through the Google Classrooms platform and via email and phone.

The remote curriculum: what is taught to pupils at home

A pupil's first day 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 on the first day of pupils being sent home?

In some instances, students will be sent home with workbooks and materials. This will depend on the notification time given to staff and pupils of upcoming restrictions. If they have not been provided with hard copies, work will be uploaded to Google Classroom as soon as possible. We would expect students to complete any homework or outstanding work during this period and to use online websites that they have access to such as Hegarty Maths and Seneca.

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 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, team sports in PE or pupil led experiments in Science are not logistically possible when learning remotely, but suitable adaptations will be made to ensure that students' units of study are followed.

Remote teaching and study time each day

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

We are providing a full timetable of lessons through Google Classroom, that mirrors the timetable in the Academy, for every child in every year group. We expect that remote education (including remote teaching using Loom and independent work) will take pupils broadly the following number of hours each day:

Key Stage 3 & 4	5 hours per day
Key Stage 5	5+ hours per day

Accessing remote education

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

All students at Rivers Academy are provided with a Google Classroom account and are a member of a Google Classroom for each subject area. All work, loom videos of recorded teaching and resources from each subject area are posted on this platform. On completion students submit all classwork, assignments and homework by uploading this to Google Classroom.

Students are given their login information via their Transition Mentors or Academic Mentors. If students have difficulty accessing or using their login information, they should email advice@rivers-aspirations.org

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:

- Loaning of chromebooks and laptops to those in need of access
- Provide support to access the internet where required which may include the loaning of dongles
- Providing a safe work space inside the Academy for vulnerable children or the children of key workers with access to chromebooks and laptops

How will my child be taught remotely?

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

- Recorded video lessons using Loom
- Some live lessons are taught for post 16 students
- Textbooks and reading books students have at home may be used

- Links on Google Classroom to websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Use of subject specific websites and platforms (for example, Hegarty Maths, Seneca)
- Presentations with information and work
- Weekly Transition Mentor session that helps to engage with students Well Being and provide Moral, Cultural and Spiritual development.

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 are expected to complete the work set on the day that it is set. Teachers will set work in line with our normal whole academy timetable. We expect where possible for students to be following their timetable remotely and for them to submit work completed for relevant subjects daily.

We are keen to support families in ensuring that students continue to perform their personal best at home. We do appreciate that there can be a number of barriers to successful learning at home, and we ask that you contact us directly if you believe your child is struggling with the work or format of the work provided on our designated email address advice@rivers-aspirations.org

We have designed learning that does not require a lot of support from parents or carers who might already be overwhelmed. Students should be able to complete all work independently and class teachers are available throughout the day to answer and respond to any questions that they may have.

We would ask for you to support us, and your child, in ensuring as far as possible that there are no distractions when students are completing school work. Asking students to turn off their mobile phones or social media and work somewhere quiet with a work space is most preferable.

Speak to your child regularly about how their online schooling is going, what are they enjoying, what are they finding challenging, is everything working for them etc. As the work is all set on the online platform, your child will be able to show you what work has been set and what they have submitted.

Students will participate in progress checks and summative assessments which will act as a tool for measuring their progress. Teacher feedback will support in addressing misconceptions, learning gaps and developing their work further.

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

- Class teachers will check that students are engaging with the work set on a daily basis through Google Classroom.

- If a student is not engaging in work in a particular subject this will be followed up by the class teacher along academic Faculty lines with Subject Leaders whether this is the Curriculum Team Leader/Coordinator, when required.
- If a student is not engaging in work across multiple subjects this will be followed up by the Transition Mentor along pastoral Faculty lines with Coordinator support, when required.
- If the above lines have been exhausted and no improvement is seen in engagement this will be followed up by the Faculty Assistant Principal.

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:

Every fourth lesson in each subject, the teacher will set a task that requires students to reflect on an aspect of their learning. This is an opportunity to address any misconceptions that the teacher has noted, or to recap an area of study and assess student understanding.

Regular use of quizzes/short answer questions and reflections.

Students will receive assessment for learning feedback on two pieces of submitted work every half term.

Where work is submitted online via Google Classroom, teachers may give individual feedback, including asking for students to redraft or extend the work as an addition to the feedback policy.

Regular cycles of assessment will take place according to the Academy's assessment policy in order to find out how well pupils are progressing and to report to parents.

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:

- Provide in school opportunities for students to complete work with a member of staff (vulnerable student groups including those with an Educational Health Care Plan).
- Ensure effective communication and support for EHCP/SEND students and their parents/carers.

- Oversee provision for EHCP/SEND students and ensure it is being consistently provided.
- Provide support and interventions from the SEND department on a one-to-one or small group arrangement, where this is possible.
- Endeavour to ensure that all work set is differentiated and appropriate for the students for whom it is set. As class teachers are setting the work, they are aware of student abilities and needs.

Although our lessons are adapted to meet the needs of all learners, our SEND team will work very closely with families to ensure the needs of all our students are met. If you have concerns that your child's are not being met please contact our SENCO via advice@rivers-aspirations.org and make the subject of the email for the attention of the SENCO.

Remote education for self-isolating pupils

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. Although delivery methods will be different, content covered will be as consistent as possible whether children are working remotely or on site. This is due to the challenges of teaching pupils both at home and in school.

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

Teachers will aim to set work in line with what is being taught in the lessons, but this is not always guaranteed. Some lessons will be recorded by teachers and uploaded for students self-isolating so that they have access to the same lesson. However, this may not always be possible, such as in the case of high staff absence. Usually, teachers will upload suitable work linked to the topic and unit being taught in school at the time of the absence. We take time to ensure that these materials are well-planned with meaningful and ambitious work for each day. Students will also be provided with feedback from their teachers as outlined above.