



# Curriculum Remote Provision

## Remote Provision – CICT

According to government guidance<sup>1</sup> schools have statutory obligations and expectations with regard to remote education.

The experience we offer students needs to be high quality, mirroring as closely as possible the content, skills, and feedback students would receive in classroom-based learning.

<b>Government Guidance</b>	<b>Remote Provision</b>
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	Assignments are set from an agreed plan that follows the SoW for each year group at KS3 and the curriculum plan for KS4. The timetable structure is followed so that all students are participating in the same number of activities they would over the two week timetable. All assignments are set on Teams and Edulink with additional support through the use of the Files section and OneNote.
Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: primary: 3 hours a day, on average, across the school cohort; secondary: 4 hours a day, with more for pupils working towards formal qualifications this year	The Live lessons” follow the classroom-based timetable for all lessons but without any homework activities being added. All lessons have a live component followed by set work activities all within the Assessment section on Teams and repeated in Edulink. Handing in times are set so tasks remain tight and do not stretch over many lessons.
Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos	All lessons begin with a “live” video section with the lesson objectives being explained. The course PPTs are shared in real time and the teacher gives a commentary as in a normal classroom lesson. Copies of the PPTs are made available in Teams so that students can refer back; this mirrors the practice of the department under normal circumstances. Additional videos and reading resources are attached to the Assignment and can also be found in the Files section. OneNote is also used to structure resources for KS4 CS.
Have systems for checking, at least weekly, whether pupils are engaging with their work, and	Student work is handed in at the end of each session and checked off. KS3 timetable means that work can only be checked once a fortnight. To aid this I have asked that work is completed in a “live” document within the Teams Assignment so teachers can see development as the lesson progresses in real time.

<sup>1</sup> <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

<b>Government Guidance</b>	<b>Remote Provision</b>
inform parents immediately where engagement is a concern	
Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate	Engagement at the start of the lesson through video meet with teachers asking targeted questions. Students encouraged to respond through voice, text or hands up. Student progress checked during the lesson using the live documents in Assignments. Text used to send out encouragement and question progress. Students respond through voice or text. Feedback given through online chat, text and the return feature of Assignments.
Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding	Lesson pace changed to suit students. Mixture of closed and open tasks so students can extend work. Online praise and clarification used to encourage students. Additional commentary added to worksheets and verbal intervention during the lesson to address individual problems. "I'll go live and explain" used to prime students when verbal intervention is to be used.

## Remote Provision – *Citizenship*

According to government guidance<sup>2</sup> schools have statutory obligations and expectations with regard to remote education.

The experience we offer students needs to be high quality, mirroring as closely as possible the content, skills, and feedback students would receive in classroom-based learning.

<b>Government Guidance</b>	<b>Remote Provision</b>
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	Assignments and work are set from the centrally planned curriculum. Work is set commensurate with the timetable weightings for subject and in line with school policy.
Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: primary: 3 hours a day, on average, across the school cohort; secondary: 4 hours a day, with more for pupils working towards formal qualifications this year	Live lessons take place to replace classroom-based lessons as per the timetable. Students receive one hour of Citizenship each week delivered by their form tutor and some outside speakers via Microsoft Teams. Tasks are varied and include written work, class discussion and projects.
Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos	Lessons are planned and resourced by the lead teachers for Citizenship and PSHE and distributed to form tutors to adapt and present to their class. All resources are adapted for home learning and some are specifically designed for home learning from the PSHE Assoc website.
Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern	Lessons are interactive and staff register students and expect a degree of participation in the lesson. Use of 'Online learning not engaged with' on SIMS is sent to parents using the participants list in Teams

<sup>2</sup> <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

<b>Government Guidance</b>	<b>Remote Provision</b>
<p>Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate</p>	<p>Engagement test to start each online lesson – students targeted and asked to contribute with mics on/ hands up/ chat function in live lesson.</p> <p>Feedback can be given to whole class through live lessons, via online forms or quizzes, as whole class feedback via Teams, or individually via Teams Assessments.</p>
<p>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</p>	<p>As the majority of lessons are live, teachers can pace the lesson according to responses from students and close monitoring of students. For example, the use of the hands up tool to check understanding/ completion of tasks. Students are encouraged to feedback to teachers during the lesson.</p>

## Remote Provision – *DT and Art*

According to government guidance<sup>3</sup> schools have statutory obligations and expectations with regard to remote education.

The experience we offer students needs to be high quality, mirroring as closely as possible the content, skills, and feedback students would receive in classroom-based learning.

<b>Government Guidance</b>	<b>Remote Provision</b>
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	Assignments and work are set from the centrally planned curriculum. Work is set commensurate with the timetable weightings for subject and in line with school policy. Assignments are set on Teams/ Edulink and submitted via Teams for feedback Students are completing a range of food theory lessons and design project with include independent research and designing. Students are completing hands on art lessons where practical lessons are being taught.
Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: primary: 3 hours a day, on average, across the school cohort; secondary: 4 hours a day, with more for pupils working towards formal qualifications this year	Live lessons take place to replace classroom-based lessons as per the timetable in the majority of lessons throughout the week. Double lessons are started live with concepts, knowledge, skills explained and work set.
Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos	All lesson begin and end with teacher led discussion with students completing their working independently in between. Teachers are 'live' and available to provide support throughout the lesson. Students receive a PowerPoint presentation which is discussed and taught 'live' by the class teacher containing new information. This is supported with worksheets, videos and live demonstrations.
Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern	All work is working towards a final assessment. Once per week all students are expected to submit work for review and feedback by teacher via Teams Use of 'Online learning not engaged with' on SIMS is sent to parents using the participants list in Teams Virtual parents' evenings to continue

<sup>3</sup> <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

<b>Government Guidance</b>	<b>Remote Provision</b>
<p>Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate</p>	<p>Engagement test to start each online lesson – students targeted and asked to contribute with mics on/ hands up/ chat function in live lesson.</p> <p>A weekly task that is submitted to teachers, with follow up with parents where necessary. Feedback can be given to whole class through live lessons, via online forms or quizzes, as whole class feedback via Teams, or individually via Teams Assessments.</p> <p>Students are given feedback on their work through Teams assignments ‘feedback’ box. Design work is marked using the Teams rubric using the same marking criteria / scheme as when in school.</p>
<p>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding</p>	<p>As the majority of lessons are live, teachers can pace the lesson according to responses from students and close monitoring of students. For example, the use of the hands up tool to check understanding/ completion of tasks.</p> <p>Written tasks are set in assignments so teacher can watch the pace at which students are completing the work.</p>

## Remote Provision – *English and Media*

According to government guidance<sup>4</sup> schools have statutory obligations and expectations with regard to remote education.

The experience we offer students needs to be high quality, mirroring as closely as possible the content, skills, and feedback students would receive in classroom-based learning.

Government Guidance	Remote Provision
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	Pupils in Key Stage 3 and Key Stage 4 are set one assignment each week on Microsoft Teams. This work will be set in lesson time and build on the skills and content covered in the online lesson. There will be individual feedback given, via Teams, and formative feedback given to classwork completed on Microsoft Forms and Lino.it (for shorter tasks, questions and paragraphs). Formative feedback will also be given via online quizzes (such as Kahoot or Quizziz), to ensure new content is understood.
Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: primary: 3 hours a day, on average, across the school cohort; secondary: 4 hours a day, with more for pupils working towards formal qualifications this year	Key Stage 4 students will continue to have 4 hours of English or 3 hours of Media per week through live lessons on Microsoft Teams. Year 7 and 9 will also have 4 hours of live lessons per week and year 8 will have 3 hours of online English on Microsoft Teams (as is the case with the school timetable).
Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos	New content will be introduced with visual aids (on PowerPoints), videos (ideas are shared within the department and created by the department) and clear teacher explanations. In staff briefings, we share good practice and websites which can be used for pupils to learn new content and for the teacher to give formative feedback and check misunderstandings / praise pupils. Resources are shared across the department and collaborative planning is allocated for new units.
Have systems for checking, at least weekly, whether pupils are engaging with their work, and	The English Department follow the school policy on monitoring lack of engagement or attendance on Edulink, which parents can access. Pupils are expected to submit one assignment per week, so failure to do this will

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<b>Government Guidance</b>	<b>Remote Provision</b>
inform parents immediately where engagement is a concern	result in a note on the system. Any persistent lack of attendance or work will be chased up through contact with the student, form tutor, pastoral team or parents, according to the circumstances.
Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate	Starter activities are used to engage pupils from the start of the lesson. These can be interactive online activities (Quizlet Live, Quizziz or Kahoot Challenges) or responses in Microsoft Forms. These websites enable the teacher to ascertain pupil involvement and also give useful formative feedback to longer answers as well as multiple choice questions. Longer paragraphs can be shared by students using lino.it and also enable whole class feedback. We also use the message chat function in Teams throughout lessons for shorter answers, polls, general interaction and instructions.
Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding	As teachers have continued to deliver lessons to their teaching groups, we are aware of the challenges which pupils will face and have worked to differentiate tasks and lessons accordingly. We share ideas as a department to ensure lessons are more interactive and engaging and we use the chat function in Microsoft Teams to check students are engaging and able to complete the tasks set.

## Remote Provision – *Humanities*

According to government guidance<sup>5</sup> schools have statutory obligations and expectations with regard to remote education.

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<b>Government Guidance</b>	<b>Remote Provision</b>
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	Assignments and work are set from the centrally planned curriculum. Work is set commensurate with the timetable weightings for subject and in line with school policy. Assignments are set on Teams/ Edulink and submitted via Teams for feedback
Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: primary: 3 hours a day, on average, across the school cohort; secondary: 4 hours a day, with more for pupils working towards formal qualifications this year	Live lessons take place to replace classroom-based lessons as per the timetable in the majority of lessons throughout the week. Double lessons are started live with concepts, knowledge, skills explained and work set. Within the lessons there will be checkpoints of understanding with green pen marking. During or at the end of the lesson will give clear instructions of work to be uploaded onto Teams assignments. For All GCSE groups there are assessments and feedback to help progress in a variety of formats. For GCSE Geography classes there are online mid unit assessments and end of unit assessments which are fed back to the students through feedback on the forms and then during the lesson to iron out misconceptions.
Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos	All teachers are expected to teach on live Teams lessons. All teachers will provide a guided PPT, worksheet and accompanying resources needed to ensure access to the tasks set. Clear instructions and tasks to ensure understanding with times allocated to complete them. AFL points through the lesson where green pen/typing will be expected to ensure understanding and checkpoint misconceptions. Feedback from students through answers through the chat as a whole class or questioning verbally to individuals.
Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern	All work is working towards a final assessment. Once per week all students are expected to submit work for review and feedback by teacher via Teams Groups that are only seen once per fortnight should have feedback every lesson. Some staff are asking for an upload of

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Government Guidance	Remote Provision
	<p>work to be sent every lesson to check it has been undertaken – not marked. This allows feedback to parents and updating of sims.</p> <p>Use of 'Online learning not engaged with' on SIMS is sent to parents using the participants list in Teams</p> <p>Virtual parents' evenings to continue</p>
<p>Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate</p>	<p>Engagement test to start each online lesson – students targeted and asked to contribute with mics on/ hands up/ chat function in live lesson.</p> <p>A weekly task that is submitted to teachers, with follow up with parents where necessary. Feedback can be given to whole class through live lessons, via online forms or quizzes, as whole class feedback via Teams, or individually via Teams Assessments.</p>
<p>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</p>	<p>As the majority of lessons are live, teachers can pace the lesson according to responses from students and close monitoring of students. For example, the use of the hands up tool to check understanding/ completion of tasks. Use of the chat at the end of task to gain responses from a variety of students all sent at the same time to check understanding and address misconceptions. Add in structure scaffolding for longer sections of work or allocate targets as minimum for set students in order to differentiate tasks. Always set challenge tasks to extend students who have completed tasks/ more able or those working at a quicker pace. Use of task boxes on each slide for chunking.</p>

## Remote Provision – *Mathematics*

According to government guidance<sup>6</sup> schools have statutory obligations and expectations with regard to remote education.

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Government Guidance	Remote Provision
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	<p>We continue to follow our curriculum map, only deviating where online learning makes it difficult to grasp the concept, eg. constructions. These topics will be taught upon our return to the classroom.</p> <p>Students are expected to log in to Teams at the start of the lesson. A live lesson is then delivered and relevant MathsWatch tasks are set, to allow the student to demonstrate their understanding. Students can ask questions via Teams and/or MathsWatch and feedback is provided accordingly. The questions set can be targeted to meet the needs of the students.</p>
Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: primary: 3 hours a day, on average, across the school cohort; secondary: 4 hours a day, with more for pupils working towards formal qualifications this year	<p>Live lessons take place to replace classroom-based lessons as per the timetable in all Maths lessons throughout the week. A register is taken at the start of every lesson. The Maths teacher is on-line for the entire 2-hours, either delivering content, responding to questions or giving feedback, both written and verbal.</p> <p>Students in Years 7/8 are set 'garage' tasks on the Times Tables Rock Stars website, tailored to their own areas for development. Students in Years 9/10/11 continue to follow the Weekly Skills Checks, to consolidate their key-skill knowledge.</p>
Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos	A range of resources are used: MathsWatch, PowerPoints, Pearson on-line textbooks and YouTube.
Have systems for checking, at least weekly, whether pupils are engaging with their work, and	Tasks are set with a deadline of the next Maths lesson. House Points are awarded for each MathsWatch tasks where all questions have been attempted and students achieved better than the class average.

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<b>Government Guidance</b>	<b>Remote Provision</b>
inform parents immediately where engagement is a concern	We use Edulink to report home, as per the School's on-line learning procedures flowchart. We regularly contact homes with successes and concerns.
Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate	Engaging starter activity to each online lesson. Students challenged throughout the lesson and asked to contribute with mics on/ hands up/ chat function in live lesson. The Maths teacher is on-line for the entire 2-hours, either delivering content, responding to questions or giving feedback, both written and verbal.
Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding	As all lessons are live, teachers can pace the lesson according to responses from students and close monitoring of students. For example, the use of the hands-up tool and chat function on Teams to check understanding/ completion of tasks. Checking of progress as students are completing MathsWatch tasks, as well as ongoing monitoring of progress outside of the live lesson.

## Remote Provision – MFL

According to government guidance<sup>7</sup> schools have statutory obligations and expectations with regard to remote education.

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<b>Government Guidance</b>	<b>Remote Provision</b>
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	Assignments and work are set from the centrally planned curriculum. Work is set commensurate with the timetable weightings for subject and in line with school policy. Assignments are set on Teams/ Edulink and submitted via Teams for feedback
Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: primary: 3 hours a day, on average, across the school cohort; secondary: 4 hours a day, with more for pupils working towards formal qualifications this year	Live lessons take place to replace classroom-based lessons as per the timetable in the majority of lessons throughout the week. Double lessons are started live with concepts, knowledge, skills explained and work set. Teachers then remain on the chat function to support students and appear live again at the end to check comprehension and answer any remaining questions.
Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos	Teachers following departmental overview and scheme of work to ensure that students have a 'normal' pace of new content and aren't disadvantaged by not completing the curriculum. New content introduced and discussed weekly with students whilst building and consolidating prior knowledge.
Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern	All work is working towards a final assessment at the end of each module. Once per week all students are expected to submit work for review and feedback by teacher via Teams Use of 'Online learning not engaged with' on SIMS is sent to parents using the participants list in Teams Virtual parents' evenings to continue

<sup>7</sup> <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

<b>Government Guidance</b>	<b>Remote Provision</b>
<p>Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate</p>	<p>A weekly task that is submitted to teachers, with follow up with parents where necessary.  Feedback can be given to whole class through live lessons, via online forms or quizzes, as whole class feedback via Teams, or individually via Teams Assessments.  Certain tasks planned to give instant feedback e.g. translations, and teachers answer any students questions either in the chat or vocally.</p>
<p>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</p>	<p>As the majority of lessons are live, teachers can pace the lesson according to responses from students and close monitoring of students. For example, the use of the hands up tool to check understanding/ completion of tasks.  'Breakout rooms' feature being used on occasion to allow teachers to speak to specific groups of students to check and develop comprehension and to offer targeted support.  As in face-to-face lessons, teachers are evaluating student understanding and progress on a lesson by lesson basis and planning for opportunities to revisit and consolidate where necessary.</p>

## Remote Provision – Physical Education

According to government guidance<sup>8</sup> schools have statutory obligations and expectations with regard to remote education.

The experience we offer students needs to be high quality, mirroring as closely as possible the content, skills, and feedback students would receive in classroom-based learning.

<b>Government Guidance</b>	<b>Remote Provision</b>
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	Assignments and work are set from the centrally planned curriculum. Work is set commensurate with the timetable weightings for subject and in line with school policy. Assignments are set on Teams/ Edulink and submitted via Teams for feedback
Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: primary: 3 hours a day, on average, across the school cohort; secondary: 4 hours a day, with more for pupils working towards formal qualifications this year	Live lessons take place to replace classroom-based lessons as per the timetable in the majority of lessons throughout the week. Double lessons are started live with concepts, knowledge, skills explained and work set. This is done by the 1 <sup>st</sup> part of the lesson focusing on well-being and then this linking into a range of physical activities that students can choose from. We also add competitions that students can enter where they compete against students from other schools.
Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos	Well-being Curriculum used to start each lesson – this focuses students on the importance of being physically active. Sporting videos used to illustrate many of the points. Students then given a range of activities each week to complete with both teacher and use of video input to aid their learning.
Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern	Once per week all students are expected to submit work for review and feedback by teacher via Teams. This is done by an online quiz or online score sheets for the activities they have taken part in. Use of 'Online learning not engaged with' on SIMS is sent to parents using the participants list in Teams Virtual parents' evenings to continue

<sup>8</sup> <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

<b>Government Guidance</b>	<b>Remote Provision</b>
<p>Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate</p>	<p>Engagement test to start each online lesson – students targeted and asked to contribute with mics on/ hands up/ chat function in live lesson.  A weekly task that is submitted to teachers, with follow up with parents where necessary. Feedback can be given to whole class through live lessons, via online forms or quizzes, as whole class feedback via Teams, or individually via Teams Assessments.</p>
<p>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</p>	<p>As the majority of lessons are live, teachers can pace the lesson according to responses from students and close monitoring of students. For example, the use of the hands up tool to check understanding/ completion of tasks. With many lessons 2 hours – Students given time to go away and complete physical tasks in their own time. Therefore they control the pace themselves.</p>

## Remote Provision – *Performing Arts*

According to government guidance<sup>9</sup> schools have statutory obligations and expectations with regard to remote education.

The experience we offer students needs to be high quality, mirroring as closely as possible the content, skills, and feedback students would receive in classroom-based learning.

Government Guidance	Remote Provision
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	Assignments and work are set from the centrally planned curriculum. Work is set commensurate with the timetable weightings for subject and in line with school policy. Assignments are set on Teams/ Edulink and submitted via Teams for feedback Live lessons in KS4 Drama / KS4 Dance employ use of breakout rooms to enable collaborative work, practical work as per the requirements of the course. Small groups for these subjects facilitate this well.
Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: primary: 3 hours a day, on average, across the school cohort; secondary: 4 hours a day, with more for pupils working towards formal qualifications this year	Live lessons take place to replace classroom-based lessons as per the timetable in the majority of lessons throughout the week. Double lessons are started live with concepts, knowledge, skills explained and work set.
Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos	Lesson introduced, walked through by staff at beginning of lessons and next sections. Videos have been created for Music with new content for KS3 to enable concentrated listening work – zero reliance on access to Spotify/Apple Music / YouTube.
Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern	All work is working towards a final assessment. Once per week all students are expected to submit work for review and feedback by teacher via Teams Use of 'Online learning not engaged with' on SIMS is sent to parents using the participants list in Teams Virtual parents' evenings to continue.

<sup>9</sup> <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

Government Guidance	Remote Provision
<p>Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate</p>	<p>Use of Forms in KS3 Drama to check learning.</p> <p>Engagement test to start each online lesson – students targeted and asked to contribute with mics on/ hands up/ chat function in live lesson.</p> <p>A weekly task that is submitted to teachers, with follow up with parents where necessary. Feedback can be given to whole class through live lessons, via online forms or quizzes, as whole class feedback via Teams, or individually via Teams Assessments.</p> <p>Use of Forms in KS3 Drama.</p>
<p>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</p>	<p>As the majority of lessons are live, teachers can pace the lesson according to responses from students and close monitoring of students. For example, the use of the hands up tool to check understanding/ completion of tasks.</p> <p>Strict guidelines are given regarding the use of the 'chat' box re: not typing anything that is not relevant or may be considered 'shouting out' in a classroom lesson, thereby not restricting/disrupting the flow of lessons.</p> <p>Students are given opportunities to ask for help, particularly when class sent to work individually on tasks.</p>

## Remote Provision – *Science*

According to government guidance<sup>10</sup> schools have statutory obligations and expectations with regard to remote education.

The experience we offer students needs to be high quality, mirroring as closely as possible the content, skills, and feedback students would receive in classroom-based learning.

<b>Government Guidance</b>	<b>Remote Provision</b>
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	Assignments and work are set from the centrally planned curriculum. Work is set commensurate with the timetable weightings for subject and in line with school policy. Assignments are set on Teams/ Edulink/Kerboodle and submitted via Teams for feedback
Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: primary: 3 hours a day, on average, across the school cohort; secondary: 4 hours a day, with more for pupils working towards formal qualifications this year	Live lessons take place to replace classroom-based throughout the week. Double lessons are started live with concepts, knowledge, skills explained and work set.
Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos	
Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern	All work is working towards a final assessment. Once per week all students are expected to submit work for review and feedback by teacher via Teams Use of 'Online learning not engaged with' on SIMS is sent to parents using the participants list in Teams Virtual parents' evenings to continue

<sup>10</sup> <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

<b>Government Guidance</b>	<b>Remote Provision</b>
<p>Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate</p>	<p>Engagement test to start each online lesson – students targeted and asked to contribute with mics on/ hands up/ chat function in live lesson.  A weekly task that is submitted to teachers, with follow up with parents where necessary. Feedback can be given to whole class through live lessons, via online forms or quizzes, as whole class feedback via Teams, or individually via Teams Assessments.</p>
<p>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</p>	<p>As the majority of lessons are live, teachers can pace the lesson according to responses from students and close monitoring of students. For example, the use of the hands up tool to check understanding/ completion of tasks.</p>