

Remote Education Provision Information for Parents



This document sets out how pupils should access online learning, how we will facilitate and support online education and how parents can support their child's learning. The document sets out government expectations for online learning during the current lockdown and details the provision made available by Malet Lambert.

The senior leader in Malet Lambert School with responsibility for online education is Pamela Tarbet

How will my child access their online remote education?

Pupils should access their online lessons through Google Classroom. Pupils can access Google Classroom by following the link below and entering the log-in details they use to access their school email account.

<https://mls.rmunify.com>

Instructions on how to access Google Classroom can be found by following the link below:

Malet Lambert - <https://maletlambert.co.uk/pages/instructions-for-accessing-school-work-online>

How will my child be taught remotely?

In most cases, pupils will learn via 'live' lessons which are streamed using Google Meet. Staff use a variety of techniques to teach pupils and assess their progress and understanding. Examples include use of digital whiteboards and visualisers to show worked examples or to demonstrate techniques, online quizzes to assess progress and video clips to aid explanation. Teachers also use presentations and teacher explanation to lead pupils through their lessons.

When a 'live' lesson is not possible, pupils will learn via 'on demand' lessons. These lessons will be uploaded to Google Classroom and may include video explanation or online sources such as The Oak Academy or GCSE Pod for some subjects. Pupils will be set tasks and assignments which will be checked by their teacher with feedback provided.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Pupils should have a quiet space where they can concentrate on their learning. Parents can provide additional support by ensuring completed work is saved securely if completed electronically, or kept in a safe and organised manner if being completed in books or on paper.

How will Malet Lambert 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 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:

- All TAs that would normally be in a lesson have been added to the Google Classroom for that class
- Where a pupil normally has a TA in their lesson, a TA will also be part of a 'live' lesson in most cases
- Some TAs may make use of 'break out spaces' within Google Classroom so that they can give pupils some 1:2:1 or group guidance

- Some TAs are continuing to email and call home with guidance and support
- TAs are able to take part in the class chat function and can take part in the lesson this way or speak alongside the teacher
- TAs adapt resources for SEND pupils and upload them to Google classroom
- Interventions are continuing to be delivered by Literacy and ELSA leads in small 1:1 groups on Google Classroom
- Bespoke timetables incorporate live learning and off screen materials are being produced for pupils with high level needs following discussion with parents/carers
- Weekly welfare check ins are made for all pupils with an EHCP
- Annual Reviews and meetings are continuing via phone and Teams
- Daily contact from SENCO and SEND Manager to parent/carers to address concerns and issues.

Details of government expectations and the provision made available at Malet Lambert are shown below:

Government Expectations for Online Learning

At Malet Lambert



Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.

The majority of learning is delivered via live lessons with pupils following their normal timetable of 3 lessons per day.



Set work that is of equivalent length to the core teaching pupils would receive in school: A minimum of 5 hours a day, with more for pupils working towards formal qualifications this year.

Pupils follow their normal 3 lesson per day timetable, equating to 5 hours of learning.



Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.

Pupils are taught, by their class teacher, via live lessons. Where this is not possible, high-quality lessons will be uploaded to Google Classroom for pupils to access.



Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern.

Staff complete registers at the beginning of each lesson. Pastoral staff contact home for any pupils not attending lessons, with the aim of resolving any issues preventing learning from taking place.



Enable pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate.

Staff use a variety of techniques to assess the learning of pupils in each lesson, with feedback provided regularly. Pupils have their work marked, with feedback given, in keeping with the school marking and feedback policies, as far as possible given the constraints of remote teaching.



Providing opportunities for interactivity, including questioning.

Pupils can communicate with staff via the chat function of live lessons and through technology such as digital whiteboards.



Using assessments to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupil knowledge.

Staff use a variety of assessment techniques, during lessons, to gauge pupil progress and identify gaps in knowledge.