

Remote education provision: Information for parents/carers

New River College remains open to all pupils throughout any lockdown. The school greatly encourages you to send your child to school. However, if pupils need to self-isolate then remote education is provided from day 1. This information is for pupils and parents/carers about what to expect from remote education.

NRC Remote learning approaches aim to ensure our curriculum is resilient to any disruption caused by COVID-19 and enable pupils to continue learning the curriculum and making progress as they would in school. It aims to keep continuity between home learning and class learning. If pupils miss lessons for any reason, they will be able to access the learning resources from their area on the school system.

Remote learning will be as close to what we would teach in school as possible so keep pupils stimulated and motivated to learn. We want pupils to feel valued and know we have high expectations for their education and how important it is. The aim is to keep pupils connected with staff and peers and ensure children's safety and well-being for example through check in time.

Remote learning is delivered in accordance with NRC safeguarding policies. All live teaching sessions will have two members of staff and will be recorded for purposes of safeguarding and evidence of progress.

If you need help accessing IT, are not sure about how your child can log on or have any concerns or worries about remote learning or any other issues which affect your child please call the Head of centre and they will find ways to help you.

The remote curriculum: what is taught to pupils at home

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

All pupils have a device to use so that from day 1 they will be able to access work online. Where there are any ICT issues, paper-based work is delivered to the home. Each pupil has a timetable of lessons they can access that are 'live' and work that is set that they should do independently. Teachers then provide feedback on the work that is in the pupil's individual file.

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. However, we have needed to make some adaptations in some subjects. For example, if pupils are not able to attend offsite provision (e.g., work in the hair salon, attend construction or animal care provision) teachers will set work that is knowledge / theory based.

Remote teaching and study time each day

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

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1 and 2	The timetable consists of 3 hours of work each day. 'Live' sessions via zoom each day include assembly / check in, Maths, English and phonics/reading. During the week there are live lessons for Science, PSHE and History/geography (topic). Pupils are also set work to complete using the programmes Lexia and Times tables Rock stars.
Key Stage 3 and 4	The timetable for remote teaching and independent work is for the full teaching day 9.10am to 2.15pm. This is a combination of 'live' lessons and independent work. Students have at least one live lesson each week for every subject and two lessons of Math's and English.

All pupils have an individual remote learning teaching timetable.

Accessing remote education

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

The school uses Microsoft 365 and Zoom meetings for live lessons. Pupils log on to RM Unify in the same way as they do at school. Every child has a folder in the pupil area and teachers put individual work in these. The work is dated and files are organised so the work is easy to access.

Online learning platforms such as Times Tables Rock Stars, Lexia and Mymaths are set up and all pupils are encouraged to use these at home as well as having timetabled slots.

Teachers have set up zoom links for lessons. Pupils are emailed these prior to lessons along with links to work.

Daily calls are made to pupils who are absent. Calls are also made before 'live' lessons begin where needed to support with logging on.

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:

All parent/carers have been contacted to identify any difficulties with online access at home and if their child has a suitable device for learning. Where needed parent/carers have been issued laptops.

Where pupils are producing work that is paper-based or in exercise books they are encouraged to send in pictures to their teachers. Alternatively, work is picked up or dropped off to pupils' homes.

If there are any issues with devices, internet/wifi access or getting work to and from school parent/carers should contact the head of centre and resources will be provided.

Primary – Clyde Brennan clydebrennan@nrc.islington.sch.uk 02075040534 Option 1

Secondary – Bill Dimmock William.dimmock@nrc.islington.sch.uk 02075040534
Option 2

Medical – Sharon Kelly Sharon.kelly@nrc.islington.sch.uk 02075040534 Option 3

How will my child be taught remotely?

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

Below are the range of approaches NRC use to teach pupils remotely.

- **live teaching (online lessons)**

KS1 and KS2 pupils have 3 or 4 live teaching sessions a day – English, Reading / Phonics, Maths and either Science or Foundation subject. Assemblies, check-ins and mentoring are also offered via zoom.

KS3 and KS4 - Pupils will have a minimum of one lesson a week for every subject. Two in maths and English.

- **Set work online**

Teachers create learning resources and activities online for students to access in the shared area. These include resources such as lesson power points and other documents pupils can write responses in to.

- **recorded teaching** (e.g., Oak National Academy lessons, video/audio recordings made by teachers)

Teachers are using additional resources in their lesson materials such as links to Oak National Academy resources, BBC Bitesize.

- **printed paper packs produced by teachers** (e.g., workbooks, worksheets)

Some pupils prefer paper-based work and these are provided as requested. Teachers are also providing work packs, text books, equipment packs and exercise books.

- **textbooks and reading books pupils have at home**

KS1 pupils have a new 'Big Cat' Collins reading book provided each day linked to their phonics phase.

KS2 pupils have new books at least weekly led by their own interests, the topic or are 'Big Cat' progress books that have highly engaging age-appropriate topics that are easily decodable.

- **Lexia, Times tables Rocks Star, Mymaths** support the teaching of Reading, English and maths.

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?

- Please ensure your child is ready for their lesson, on time, already eaten and appropriately dressed (This applies to everyone) all pupils, parents/carers or visitors to the house.
- Please try to find a suitable space for them to access their lesson i.e.: (Living room, Kitchen) and have any resources they may need.
- Create a routine with your child, which can be supported by a visual timetable, for the week and for each day.
- Schedule in fun activities across the week so both you and your child have something to look forward to, so it's not just work.
- Timetable breaks throughout the day with agreed activities that can be carried out such as card games, listening to music etc.
- If you are able to support with learning activities, give activities a go with your child so they feel comfortable trying them.
- Support your child to set up for each Zoom learning session, get out any equipment or resources so these are ready for the lesson.
- Reassure your child that it is ok to take a break during the lesson if needed and school staff are here to support you during these times.
- Remind your child to save or email pictures of completed work to their teachers and keep in regular touch with teachers to share how the home learning is going.

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

- The school monitors and tracks pupil's attendance, engagement, learning and intervention.
- Pupils' engagement with remote education is monitored daily. Calls are made if pupils do not attend a live lesson and teachers will discuss any concerns and what support might help.
- If there is no contact on the second day the Education Welfare Officer will contact parent/carers and / or do a home visit. If a student has a special relationship with a staff member, they will be brought on the home visit.
- There is a reward system for pupils attending zoom lessons and rewards for coming to school.
- Teachers will arrange Zoom meetings with parent/carers and pupils to support pupils to re-engage
- Parent/carers are provided with termly progress reports and structured conversations in person or via zoom to review progress and support.

How will you assess my child's work and progress?

Feedback can take many forms including written comments. In 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:

- Teachers and learning assistants check learning through pre-assessment tasks and throughout live lessons e.g., through quizzes, sorting and categorising activities, questioning, discussion.
- Teachers check through tasks and activities that pupils understand the key vocabulary of the lesson.
- Teachers can see work that pupils are completing online during lessons and provide verbal and/or written comments.
- Teachers will provide feedback typed directly on to work pupils submit electronically. Work completed is printed and included in pupils' books at school.
- Feedback on work is provided every lesson and all extended work is marked weekly.

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/carers to support those pupils in the following ways:

- Teachers will provide your child with a visual timetable that can be displayed in the home and stored on a computer to help with routines and so you can identify what the current activity is, and what the next one will be.
- Teachers will provide guides to using the school system, using zoom and can meet via zoom to go through this with you.
- Teachers can discuss strategies that school staff use with your child to support their learning, which can be replicated at home e.g., fiddle toys, completing work in chunks with movement breaks and specific calming activities that work as lesson breaks.
- Teachers can send resources home that are used in class such as traffic light cards, time out cards, I need help cards.
- Teachers will ask you to give regular feedback and have regular catch ups to review how the work is going and any support that the school can provide.
- For Primary pupils there are timetable breaks throughout the day with links to fun activities that can be carried out such as online story time, Joe Wicks PE
- Parents/carers can contact the SENCO to discuss concerns and gain support.

Primary SENCO – Carl Keegan carl.keegan@nrc.islington.sch.uk

Secondary SENCO – Anna Wolmuth anna.wolmuth@nrc.islington.sch.uk

Medical SENCO – Fiona Brennan fiona.brennan@nrc.islington.sch.uk

- NRC has a family support team that can provide parents/carers and pupils with advice and information to raise support pupil's attendance and engagement, reduce antisocial behaviour, improve family harmony and support parents/carers to understand and develop their parenting styles.

Contact Jo-Anne Lee - Lead for Parent/carer partnership

Jo-Anne.lee@nrc.islington.sch.uk 0207 504 0534 or 07795 318996

Paul Badham - Senior Family Support practitioner

Paul.Badham@islington.gov.uk 0207 527 3168 or 07813 548 865

For further details see [Parenting-carer-partnership-2020-2021](#)

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the remote education approach set out above is offered. Pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.