



## Remote Education Provision at Kassim Darwish Grammar School for Boys

### Information to Parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or 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.

#### **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, in the school setting, students would engage in collective active PE lessons. Under the remote education provision, students have been provided with a daily programme of activities which focus on health, fitness and well-being. Students have been directed to appropriate websites and videos offering active programmes to follow, and given relevant PE related challenges to complete.

#### **Remote teaching and study time each day**

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

We follow the normal school timetable. The school day will start as usual with registration at 8.40am and students will finish with a ten minute afternoon registration running from 3.15 to 3.25pm. There will be six lessons per day, with time for break, lunch and prayer built in at appropriate points throughout the day. A whole school assembly is held on Tuesday mornings and a year assembly is held fortnightly.

Teaching is delivered via live lessons (which replicate as far as possible the experience in the classroom), and tasks set for students to work through independently. More than 60% of lessons are live.



Students will be expected to complete longer pieces of work beyond the school day. However, teachers will be mindful of the fact that students are experiencing considerably more screen time than normal and need some time away from it.

## Accessing remote education

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

Students are taught via Google Classroom. All students have their personal log-in to each subject and to their form group for registration. Google Classroom allows for the delivery of live lessons and for the setting of tasks for students to work through independently.

Other learning platforms may also be used to support the teaching of specific subjects or areas, including Activelearn (MFL) and Kerboodle (Science). Students have their personal log-in to access them.

Feedback on work submitted is given via this platform, which also gives students the opportunity to message their teachers personally if they have any queries.

### If my child does not have digital or online access at home, how will you support them to access remote education?

We have a limited number of laptops which can be lent to students who do not have suitable equipment at home to access the online learning. Parents can apply for the loan of a laptop.

## How will my child be taught remotely?

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

- online teaching (over 60% of all lessons are live)
- directing students to recorded teaching (either commercially produced, video / audio recordings made by teachers)
- giving students access to worksheets and workbooks produced by teachers, that they can download and print at home
- directing students to relevant textbooks and reading books they have at home
- directing students to commercially available websites and learning platforms which support the teaching of specific subjects or areas, including video clips or sequences, for example, Activelearn (MFL), Kerboodle (Science), Kahoot and Quizlet (various subjects), etc. For these sites, students have a personal log-in and can acquire knowledge, practise a range of skills and gain immediate feedback
- long term project work and/or internet research activities, for example, for Living Islam lessons, charity projects, and various activities designed to enhance student well-being
- directing students to the extracurricular clubs and activities on offer including debating society, Duke of Edinburgh award and STEAM club
- directing students to the careers advice, guidance and support provided by the school



## 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?

- We advise you to encourage your son to have a daily routine in line with his subject timetable.
- We expect students to attend every registration period and live lessons. We continue to monitor attendance as we would during face to face teaching. A register is taken for every live lesson and parents will be informed promptly if their son does not attend it.
- We ask you to continue to inform the school if your son is unable to attend any of the registration periods or live lessons, whether this is due to illness or a technical issue, by phoning the school attendance officer by 9am.
- We advise you to provide a suitable, quiet space for your son to work in where he will be able to concentrate on his lessons.
- We recognise that it may be difficult for parents to monitor the work of their son at home, especially if they have several children. Your son should be able to get on with his work independently, and a teacher is always on hand to answer any queries he might have.
- We ask you to check that your son is attending the live lessons and completing all of his work on time. This is particularly important if you have been notified that there is a concern regarding this.
- We ask you to share the protocol for live lessons and ensure that your son fully understands it and abides by it.
- We ask you to ensure that your son attends the lesson for its full duration – he should not leave the lesson at any point without good reason, and if he needs to, then he must request permission from the teacher before doing so.
- Mobile phones are not allowed in lessons under normal circumstances, and can be an unnecessary distraction. We ask parents to ensure that they do not allow their son to use his mobile phone during lesson time. Students should not be contacting each other via mobile phone during lessons, and must not, under any circumstances, take photos, video or recordings of any teachers or other students.



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

- A register is taken at the start and end of the day, and during every live lesson, and records are kept.
- You will be informed by email or text message of lessons your son has failed to attend, as far as possible on the day the lesson takes place.
- Where students fail to complete two or more pieces of work, you will be informed by email or text message. We will ask if there is a problem we should be aware of, and do our best to support your son in getting back on track.
- A member of the pastoral team will make a personal phone call to any child and/or his parent for whom any concerns have been raised by any member(s) of staff. This will enable the school to address those concerns and establish the most appropriate ways to support him.

## 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 students. 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:

- Immediate whole class feedback during live lessons. This could be in the form of discussing common errors in a homework task, or going over the answers to an exercise collectively, allowing students the opportunity to ask questions if they have made mistakes or do not understand a particular concept.
- Detailed written comments on extensive writing and other significant tasks submitted on Google Classroom.
- Immediate marking of tasks on digital platforms – these often require students to improve their score by attempting the task a second time having had time to reflect.



## 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. 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?**

When individual students are self-isolating, it will not, in the majority of subjects, be possible for him to access live lessons. This is because the classroom situation can be quite different, for example, with pair and groups work that he would not be able to participate in.

Your son's learning will be delivered via Google Classroom, and he will, have access to the teaching materials used in the lessons such as PowerPoints, worksheets, video clips, etc. He will have contact with his teachers via the usual Google Classroom messaging functions, and feedback will be given there as well.