Remote Education Provision: Plympton Academy

Remote education provision: information for parents

This information is intended to provide clarity and transparency to students 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.

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 particularly where access to specialty materials, equipment or spaces are necessary. Such subjects include PE; Art; Design Technology; and Performing Arts.

For examination groups, we have ensured that the curriculum in all subjects continues to prepare students for their final assessments.

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 students broadly the following number of hours each day:

Key Stages 3 and 4:

Students will be set five lessons per day, with each lesson designed to provide students with one hour of learning.

Additional Maths, English and Science work will be available for students who wish to supplement this with further study.

Key Stage 5:

Students will be provided with the number of hours equal to their individual programmes of study.

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

All work will be accessed through Google Classrooms.

Live teaching (Key Stage 5) and live seminars (Key Stages 3 and 4) will be conducted

through Google Meet.

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 students may not have suitable online access at home. If this is the case, parents/carers can notify the Academy using the remotelearninghelpdesk@plympton.academy email. If this is not possible, parents can phone the Academy Reception which is staffed daily: 01752 338373.

Qualifying students will be provided with a Chromebook and/or mobile network data, as required.

How will my child be taught remotely?

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

Key Stages 3 and 4:

- Recorded teaching (video recordings made by teachers)
- Live seminars

Key Stage 5:

- Live online teaching

This may be supplemented with commercially available websites and platforms to support the teaching of specific subjects or areas, including video clips or sequences.

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

We expect all students to follow their normal timetable each day. Teachers will indicate how long each learning activity should take and we expect students to follow this guidance. Where teachers have indicated that work should be submitted, students should do so as instructed. If there are particular circumstances or needs that the Academy is not aware of that require these expectations to be adjusted, parents/carers should inform the Head of Year in the first instance.

We expect parents and carers to set appropriate routines to support remote learning. This includes ensuring students follow the timings of their normal timetable and - as far as possible - have an appropriate work space (such as a desk or table) with minimal distractions.

It will help if parents and carers discuss the work that their child has completed to support completion.

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

Key Stages 3 and 4:

All students are required to complete an 'Exit Ticket' style activity in every subject each day. Teachers will monitor the competition of these Exit Tickets to check student engagement daily. In addition, engagement will be checked through the submission of work (where requested) and the live seminars will provide further evidence of student engagement and work completion.

Key Stage 5:

Student engagement will be monitored through attendance at live lessons and completion of independent work.

Where there are concerns regarding student engagement, parents and carers will be informed by the class teacher, tutor or head of year depending on individual circumstances. This will normally be through a telephone call or email.

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. The following approaches will be used (this list is not exhaustive):
● Typed or audio-recorded comments through Google Docs
● Verbal feedback during live seminars
● Whole-class feedback or quizzes marked automatically via digital platforms
● Attainment grades and progress PRAG of assessments

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 students, for example some students 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:

● Plympton Academy hold the same high aspirations for students with SEND as those without, and as such they follow the same academically challenging curriculum. Remote lessons are planned with SEND students in mind and the

same consistent approach is used across subjects to ensure fair access for all.

- SEND students who require extra support to access learning receive this remotely through regular contact with their allocated key adult who, if needed, will support virtually with online platforms. Students whose needs cannot be met remotely are invited to attend Educare, where they can work alongside staff to have their needs met.

- Interventions through external agencies are also supported remotely, where possible, and multi-agency support plans continue to run virtually.

- Parents are supported by sharing of resources, such as information on accessibility apps, signposting to support websites as well as also having regular contact with the key adult.

- SEND students are prioritised in the loaning of devices, should this be the barrier to their engagement.

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

Where individual students need to self-isolate but the majority of their peer group remains in school, how remote education is provided will differ from the approach for whole groups. This is due to the challenges of teaching students both at home and in school.

In such cases, the Academy will share the lesson slides and resources with students through Google Classroom.

We are currently experimenting with ways to live-stream lessons from the classroom to students at home and hope to introduce this format later this year.