

# Remote Learning: 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 when students are unable to attend school as usual. Our Remote Learning policy and the Independent and Remote Learning guide [https://www.stockportschool.net/Documents/Parents/Independent\\_and\\_Remote\\_Learning\\_Guide.pdf](https://www.stockportschool.net/Documents/Parents/Independent_and_Remote_Learning_Guide.pdf) may also be useful.

## What should my child expect from remote education?

Each student should have paper booklets from most of their subjects at home already, as they are produced each half term by departments and students are asked to take them home. These contain core learning tasks. This means that all students have instant access to tasks they can work on.

The main place to look for remote education tasks is Firefly, which can be accessed by both parents and students. Many departments also have self-isolation tasks on their subject pages. Students may also email teachers for more work or for any help that they need.

Teachers will be asked to set tasks for students and these will be found in their Tasks section. These tasks will be set in a timely manner by individual subject teachers.

## 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 will 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, subjects like music, drama, art and design technology subjects will have different home learning expectations for practical reasons.

The home learning booklets and Firefly tasks are based on the core curriculum and key learning points for each subject. The curriculum outcomes will be the same as for students as if they were in school, although the methods may be different e.g. students researching a topic or watching a video about it to replace the in-class explanation from the teacher.

## 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 students broadly the following number of hours each day:

Secondary school-aged students not working towards	Students will be expected to spend between 6 and 7 hours a day on home learning, including homework. This allows for 5-6 hours
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formal qualifications this year (Years 7-9)	of learning, that mirrors lesson time in school, and 1-2 hours of homework, reflecting what is set for all students.
Secondary school-aged students working towards formal qualifications this year (Years 10 and 11)	Students will be expected to spend between 7 and 8 hours a day on home learning, including homework. This allows for 5-6 hours of learning, that mirrors lesson time in school, and around 2 hours of homework, reflecting what is set for all students.

## Accessing remote education

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

All online learning begins with Firefly: <https://stockport.fireflycloud.net> .

A guide to how students, parents and carers can access Firefly and all online learning platforms can be found here:  
[https://stockportschool.net/wp-content/uploads/2022/02/Independent\\_and\\_Remote\\_Learning\\_Guide.pdf](https://stockportschool.net/wp-content/uploads/2022/02/Independent_and_Remote_Learning_Guide.pdf)

### 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. We take the following approaches to support those students to access remote education:

Each student should have paper booklets from most of their subjects at home already, as they are produced each half term by departments. These contain core learning tasks. This means that all students have instant access to tasks they can work on from the very first moment of self-isolation. We intend students to be able to complete work on paper as well as on screens.

We intend all students to be able to access online learning. We surveyed all parents and students in autumn 2020 to enable us to work out who needed access to loaned laptops and dongles/ routers. We have given out a large number of devices already, and have applied for more devices from the Department for Education so that we can loan more.

Parents and carers of students who do not have access to the internet or a suitable device (i.e. laptop or tablet), please contact your child's Head of Year. You will then be sent a [contract for you and your child to sign](#). This will be required before your child can pick up their device.

If students do not have online access and do not have one of the booklets that they need for a specific subject, please contact your child's subject teacher and we can send one in the post. If students prefer to complete work on paper rather than typing, students can take photos of their completed work or bring it back in when they return to school. It is, however, preferable to submit work before returning to school so that teachers can provide appropriate feedback.

## How will my child be taught remotely?

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

- Our core offer, in the event of a full lockdown or a number of students self-isolating, will be work set on Firefly, as well as that set on the online platforms such as Educake, Bedrock, Memrise, Accelerated Reader, Seneca, Clickview etc. In addition, to ensure that all students can access work, students have all been given booklets containing core learning that does not require IT access. All staff have been shown or given instructions on how to record short Powerpoint voiceovers so that students can hear from their own actual teacher. Email or Firefly can be used to follow up any questions or concerns that students have. In the case of a full lockdown for the whole school or a whole year group, staff would be expected to set (and feed back on) tasks for students, set on a weekly basis, and there will be live lessons offered. The expectation is set out below: KS3: Y7-8/9\*:
- Maths, English, science, MFL, history, geography: weekly work, including some recorded/ live teaching or interaction
- All other subjects: fortnightly/ monthly work or projects, including some recorded/ live teaching or interaction

KS4: Y9\*/10-11:

- All subjects: weekly work, including some recorded/ live teaching or interaction

\*Some subjects start their GCSE course in Year 9. These subjects may treat Year 9 as KS4. Additionally, in the case of a lockdown later in the school year, Year 9s may start their other GCSE options early and effectively become Year 10s. Again, these Year 9 classes may be treated as KS4 in terms of expectations and work set.

## 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 do not expect parents and carers to become teachers. We would welcome parents encouraging and supporting their children to keep up with their learning, and contacting school if there are any difficulties, either with their schoolwork or their emotional wellbeing.
- We expect students to complete the work set for them, to the best of their ability, and to seek help from their teachers if they need it.
- We would encourage parents to help their child to set a routine. Some students find it easiest to follow the school day in terms of hours and subjects. This will make it easier to organise their study schedule.
- We would encourage parents to log on to Firefly themselves (see how on pages 4-7 here: [https://stockportschool.net/wp-content/uploads/2022/02/Independent\\_and\\_Remote\\_Learning\\_Guide.pdf](https://stockportschool.net/wp-content/uploads/2022/02/Independent_and_Remote_Learning_Guide.pdf)). Firefly will give details of all tasks set for your child, including resources needed and deadlines set. You can also keep track of whether your child has completed each task and any feedback given by teachers.

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

Unless we hear otherwise (by you contacting Mrs Shaw, Attendance Officer, on 01614833622 or [f.shaw@stockport.stockport.sch.uk](mailto:f.shaw@stockport.stockport.sch.uk)), we will assume that your child is well enough to work.

If your child's teachers see no evidence of work after a number of days, you will receive a message or call from school. For some subjects, you may receive a message slightly earlier. This is so that you can be made aware that your child is not keeping up with their learning.

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 children. 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 student work is as follows:

- Feedback may involve individual written feedback and/ or acknowledgement of work. It may involve self-marked work, or work that is automatically marked on Firefly or an external website. It may involve different methods e.g. whole class feedback, re-teaching certain elements where teachers have found common mistakes. The depth, format and frequency of feedback will be decided by departments (with SLT line managers) and must be meaningful, manageable (for staff and students) and motivational.

## Additional support for students 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 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 students in the following ways:

We do not expect parents to become teachers. We have asked teachers to differentiate work to ensure that students with SEN/D are able to access the work. For students with an Education, Health and Care Plan (EHCP), their Teaching Assistant or another member of staff will maintain contact on the telephone to check how they are managing their home learning. They will be able to let teachers know if different work needs setting and help students to plan their time.

Parents and students should feel free to contact teachers if any help is needed.