



## Remote Education information for Parent, Students and Staff

**Our virtual curriculum ensures that all Ravens Wood students still acquire the skills, knowledge, and resilience to become successful and independent life-long learners.**

**The following information is subject to the event of National lockdown:**

### **How students will be taught remotely:**

Our Remote Education offer seeks to meet the Department for Education expectations and is guided by research into Remote Education in practice. Therefore, we have committed to a blended approach of live lessons and independent work to provide both synchronous (everyone learning at the same time) and asynchronous (learning at different times) learning opportunities. This is to provide students with important live interaction with their teachers and peers, but also balances screen time, whilst providing essential time for learning at their own pace and applying knowledge and skills independently.

This approach is guided by the EEF Rapid Evidence Assessment in 2020 where they reached the following conclusions:

- a) Teaching quality is more important than how lessons are delivered
- b) Peer interactions can provide motivation and improve learning outcomes
- c) Supporting students to work independently can improve learning outcomes
- d) Different approaches to remote learning suit different tasks and types of content.

It is also guided by the DFE revised teaching expectations published in January 2021:

- 1) Set meaningful, ambitious work each day in a range of subjects.
- 2) Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally.
- 3) Set a digital platform for remote education that is used consistently across the school to allow interaction, assessment and feedback.
- 4) Provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded **or** live directed teaching time and time for students to complete tasks independently and be, for Key Stage 3 and 4, five hours a day.

Therefore, the structure of our school day and timetable will remain the same to ensure students receive their core hours of learning and have regular breaks.

However, in years 7-10 lessons 1, 3 and 5 will be delivered as live lessons by the student's classroom teacher through Microsoft Teams and lessons 2 and 4 will be independent work set on Satchel One. In years 11 all lessons will be delivered as live lessons.

Whilst the guidance does not stipulate the core remote teaching hours for Key Stage 5, Ravens Wood Key Stage 5 students will receive live lessons for all of their lesson.

Where possible, all live lessons are recorded so that students who were unable to attend 'live', can access the lesson afterwards.

Whilst we are providing live lessons for students, the structure has been altered:

- All scheduled live lessons will begin within the first 5 minutes of the lesson. During period 1, the first 10 minutes will incorporate the day's Ready to Learn PowerPoint slide and activity.
- The next (minimum) 30 minutes of a live lesson will be live delivery by the classroom teacher



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- The remaining time at the end of the lesson will be used for independent plenary tasks, Q & A with the teacher, completion of written work or extension/challenge tasks.

This is to balance assessment for learning, processing and attention span, teaching of new concepts and screen time for students. Furthermore, the blended approach to remote education provides some flexibility in the day for families and provides opportunity for fresh air and exercise, which is fundamental for our student's wellbeing.

### **Reading:**

In line with the school focus on reading, we offer a range of support and resources for students. We know the importance of reading, particularly at this time, and provide a range of opportunities for all students to engage with a wide variety of texts, extracts and novels. Regular live reading events are held by senior staff, a weekly short story is shared with all students, we utilise our online VLe reading platform to issue books and KS5 students have access to a wealth of academic literature and research via the JSTOR academic library. Students are presented with a new piece of Flash Fiction every week and a competition has been launched for all students to submit their own piece of Flash Fiction. We support our disadvantaged students by providing them with texts, whether that be a physical or digital copy.

Our reading approach aligns with the EEF findings, which highlight the fact that, 'Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.'

### **Homework:**

Homework provides an opportunity for students to apply what they have learned in class and in remote lessons. It supports valuable self, peer, whole-class and teacher feedback, which informs future teaching and learning.

Teachers will continue to set homework activities as a means of consolidating learning, revisiting previous lesson content and providing students with an opportunity to apply what they have learnt. Homework will be set in accordance with our homework and feedback policy and may include online homework, tests, quizzes, revision or pieces of written work. Homework will be set (as normal) in Satchel One and can be distinguished from classwork since it will show in green on a student's list/timetable.

### **How students will be assessed:**

Students should be completing work in their class books as normal. Work should be set out in the usual way, following our presentation guidelines. Students are not expected to submit their work electronically after every lesson, but teachers may request some tasks to be submitted via email or through the Satchel One platform for specific groups/tasks.

Students will be assessed regularly via low stakes quizzes, written work and other selected tasks.

In lessons, staff may use verbal questioning, typed questioning within the chat function, mass feedback through polls, quizzes and/or whiteboard apps or other digital platforms to assess understanding and adjust their teaching accordingly.

Teachers will use work submitted via Satchel One to assess students understanding and progression within the curriculum and adapt their lessons accordingly. One task to be submitted weekly for acknowledgement and a brief comment or score, alongside one task submitted for in-depth feedback during the current period of school closure.

### **How we will provide feedback:**

Satchel One can provide easy feedback via the quiz, spelling test and class test tabs under the 'set homework' button. This will generate feedback for students and inform them (and their teachers) of the knowledge that has been acquired or needs consolidation. Teachers may use other existing software within remote education activities (e.g. GCSE Pod, EzyScience and Hegarty Maths) to provide instant feedback to students and teachers. Additionally,



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mark schemes or answer lists for students may be provided to use for self-assessment, when they have completed their work.

Following a submission of work, feedback may be given individually or through whole class feedback.

### **Students due to take formal examinations:**

Teachers will provide the resources students need to cover any elements of course content still to be studied. On Friday 15th January, the Department for Education (DfE) and Ofqual published a joint consultation on how GCSE, AS and A level grades should be awarded in summer 2021, following the closure of schools to most students to limit the spread of the Covid-19 virus, and the decision that exams cannot go ahead as normal this summer.

A parallel consultation on Alternative arrangements for the award of vocational and technical qualifications (VTQs) and other general qualifications in 2021 has also been launched.

It is the DfE's view (Consultation on how GCSE, AS and A level grades should be awarded in summer 2021, pages 8 and 9) that: *'...in summer 2021 a student's grade in each subject will be based on their teachers' assessment of the standard at which the student is performing.'*

*In the absence of exams, our view is that teachers, once provided with the necessary guidance and training, are best placed to assess the evidence of the standard at which their student is performing. This consultation seeks views on our proposals, including how to support teachers to make their assessments fairly and consistently.*

*We propose that the final assessment will be made towards the end of the academic year, at about the time students would have taken their exams.*

*To help teachers make objective decisions, we propose that exam boards should provide guidance and training, and make available a set of papers, which teachers use with their students as part of their assessment.*

*This consultation seeks views on whether such papers should be provided and, if so, what form they should take (could they, for example, use materials from previous past papers), when they should be made available, and whether their use should be mandated.*

*We propose that, where it is part of the qualification's existing specification, teachers will continue to assess any non-exam assessment that a student has undertaken in a subject. We propose that teachers should draw on a range of broader evidence of a student's work in making their final assessment. Students who are studying independently (for example, those who are home educated) must also be given an opportunity to demonstrate the standard at which they can perform.*

**Students understandably want reassurance, and as soon as we have clarity on the process, we will of course inform you and keep you up to date with the steps the school will be taking to comply with the Department for Education guidance. We highly recommend that all students continue to engage fully with their online learning and live lessons in order to complete the full content of their course and to ensure qualification requirements, as they stand, are fully met.**

This message is echoed by the Chief Examination Regulator at Ofqual in response to the government announcement:

*"Our message to students is this: please continue to engage as fully as you can in your education. This will put you in the best position, whatever arrangements are made for your qualifications. It's important that teachers and students can focus on the knowledge and skills needed to equip students to progress to the next stage, whatever form that might take – whether to college, an apprenticeship, university or employment."*

There is a helpful and informative video on the Home Learning page on the school website, which explains how students can access all of the online programmes and websites that they need for Home Learning:



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<https://www.ravenswood.bromley.sch.uk/our-coronavirus-response/home-learning/>

Your child should already be aware of a range of online revision websites including GCSE Pod, Hegarty Maths, EzyScience and others. They may benefit from opportunities to undertake independent revision using these resources in the event that they complete set classwork and homework during a period of remote learning.

### **Vocational Education:**

#### **Arrangements for VTQs and other general qualifications (including BTECs, Cambridge Nationals/Technical)**

*"We want to ensure that students taking these qualifications are not advantaged or disadvantaged in comparison to their peers taking GCSEs, AS and A levels." (page 11)*

*Ofqual's proposals seek to ensure coherence as far as possible between the arrangements for GCSE, AS and A level and Vocational and Technical Qualifications and other general qualifications. For qualifications most similar to GCSEs, AS and A levels awarding organisations would be expected to use similar approaches to assessment and awarding.*

*It is the view of the Department for Education that those qualifications which received a 'calculated result' in summer 2020 (including BTEC, Cambridge National and Cambridge Technical) should fall in scope of the proposed policy this year because those qualifications were most similar to GCSE, AS and A Levels and were used to support progression to further study or into employment ...this would require some form of teacher assessment to replace exams.*

*The alternative arrangements will seek to ensure that these learners are not disadvantaged and can receive results, irrespective of whether they sat an external examination in January 2021.*

*As already announced, written exams scheduled for February and March are no longer considered viable to go ahead. Where assessment has already been completed, this should be taken into account when awarding a result. Internal assessment should continue remotely wherever possible, whilst recognising that not all internal assessment can be completed by all students because of the disruption caused by the pandemic"*

**Whilst we await the outcome of the consultations this makes it clear once again that students should continue to attend their live lessons, complete their online learning and work to the very best of their ability making every piece of work count.**

### **Students with Special Educational Needs:**

Teachers will differentiate work in line with the students' needs. All staff have access to the student's profiles and can seek further support from the SENCo. Ravens Wood SEND team is working collaboratively with families to ensure SEND students can access remote provision. All students with an EHC plan are allocated a SEND key worker (LSA) who maintains contact with the student to ensure they can access the work set by teachers and to provide pastoral support, with all EHC plan reviews continuing alongside this support and provision. The allocated LSA can access the students' live lessons to provide support both during and after the lesson. Decisions on how other provisions are delivered on the EHC plan are done collaboratively with families, services and the school on a case by case basis.

There is further on site daily specialist provision, facilitated by dedicated year group LSAs and oversee by the SENCo and HLTA. Students work in small groups, with specialist support in accessing their learning, both online and independently.

### **Pastoral Care:**

The primary responsibility for the pastoral care of a student, during the event of a school closure, rests with their parents / carers. However, tutors will check in regularly to monitor both academic progress and their general wellbeing. Students will still follow appropriate elements of our PSHE curriculum through their lessons, Ready to



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Learn sessions and as part of their weekly pastoral assembly with their Head of Year and a whole school assembly delivered by senior leaders. Tutor calls are made every 3 weeks and there are regular competitions which encourage positive engagement from all students, which are promoted by Tutors and via assemblies. Staff with any concerns about a student's well-being or welfare will still log on MyConcen. \*read our safeguarding policy here: <https://www.ravenswood.bromley.sch.uk/about-us/child-protection-and-safeguarding/> alongside further information regarding Emotional Health and Well-being.

### **Expectations of students during remote learning:**

- If possible, find a quiet place to work.
- To ensure other devices, such as mobile phones, are switched off to mitigate distractions.
- To ensure they are prepared for their day by having the correct equipment: pens, pencil, books and any subject specific equipment.
- To follow their daily timetable and attend all live lessons, unless the school has been made aware of any circumstance that may prevent this and require additional support.
- To follow lessons carefully, listen and ask for help if they do not understand through the chat function, email or leave a comment on ShowMyHomework (Satchel One).
- To engage with their teachers, answer questions by unmuting or speaking on the chat (KS5 only)
- To communicate professionally in live lessons, on the chat function and through email communication with staff. \*read remote learning behaviour addendum here: <https://www.ravenswood.bromley.sch.uk/assets/Documents/Policies/Behaviour-Policy-Covid-19-Addendum-November-2020.pdf>
- To complete all Classwork set on Satchel One and meet deadlines
- To respond to feedback given by their class teacher as directed
- To take their breaks and ensure they step away from their screens, stretch their legs, eat and hydrate regularly.

### **Expectations of staff during remote learning:**

- To continue to provide high quality teaching and learning for students
- To deliver lessons in accordance with the planned curriculum
- To provide appropriate challenge and support for students, with particular attention to those students with additional needs
- To maintain their core hours of teaching in line with their timetable
- To inform the school of any absence or illness
- To maintain regular AfL strategies. Checking – Assessment for Learning – could take the form of questioning in live lessons verbally or through the chat, quizzes, mass feedback self-assessment or other AFL strategies.
- To provide regular feedback. Feedback can be individual or through whole class feedback and should seek to identify misconceptions and areas for development.
- To take regular screen breaks, stretch their legs, eat and hydrate regularly.

\*see appendix A for our Remote Teaching and Learning Principles

### **Parental support during remote learning:**

If possible, the following would support the school and your child during the remote learning period.

- Providing a quiet space to work.
- Ensuring they are up, dressed, and ready for the school day by 8am.
- Asking them questions about what they have learnt, anything they don't understand and how they have accessed staff for support



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- To communicate with your child's Head of Year/tutor/teacher if you have any concerns regarding their engagement in remote learning

### **Careers Information, Advice and Guidance (CIAG)**

The Careers Department remains open for students to contact Mrs Paterson with any questions regarding next step choices. Mrs Paterson can arrange a Teams meeting for any student or parent/carer wishing to have face-to face contact.

Resources are available on the Ravens Wood School website under the Curriculum - Careers tab

#### Upcoming events

	<b>Activities Planned for Spring Term</b>
Year 8	Pathways Assembly, National Apprenticeship Week Activity (NAW)
Year 9	Unifrog Event – GCSE Options Choices, National Apprenticeship Week Activity (NAW)
Year 10	Virtual Work Shadowing Day, National Apprenticeship Week Activity (NAW)
Year 11	Unifrog Event – Post 16 Choices, Virtual UK Universities & Apprenticeship Fair, Careers Interviews. National Apprenticeship Week Activity (NAW)
Sixth Form	Unifrog Event – Post 18 Choices, Virtual UK Universities & Apprenticeship Fair, National Apprenticeship Week Activity (NAW)

With national live events being cancelled due to the current restrictions, these will now be delivered virtually and advertised to students and parents/carers via the monthly Careers Bulletin or via students email address.

Students should be encouraged to register for these events to help them investigate resources for their future pathway plans. Students attending events should notify Mrs Paterson via email.

#### **Further FAQs:**

#### **Following the first few days of remote education, will students be taught broadly the same curriculum as they would if they were in school?**

Yes, Ravens Wood has been preparing for a shift to remote education. Heads of department and teaching staff may have altered the sequencing of units and pacing of concepts, but our remote education is aligned to the school curriculum.

#### **How long should work set by the school to take students each day?**

The minimum number of hours each day will be 5 hours for Key Stage 3 and 4 in line with the timetable. However, students will still be set some homework/activities as if they were at school; they will manage this across the week so some days students will work beyond 2.10. However, we do stress to students to not work into the evening to ensure they are rested and have time for exercise and other recreational activities.



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### **How will students access any online remote education you are providing?**

As a school, we will be consistently using Microsoft Teams meetings to facilitate our live lessons and Satchel One to set our classwork, quizzes and submission of assessments. Over 1,000 live lessons are delivered weekly. Some departments may use additional learning platforms to facilitate their teaching but will still use Teams and Satchel One as their primary digital platforms.

Students will be sent the link to the live lesson on Satchel One and the live lesson will begin within the first 5 minutes. In the event of technical difficulties, students will be able to access an accompanying resource/tasks for the lesson on Satchel One.

In years 7-10, Periods 2 and 4 will be set as classwork on Satchel One. This will be clearly labelled with the day, period and subject. Classwork may take the form of additional pre-recorded material (video/audio), a Power Point presentation, assignments and other additional resources. However, there will be clear explanations and expectations around completion. If students experience any technical issues, they should contact [support@rws.uk.net](mailto:support@rws.uk.net) for assistance.

### **If students do not have digital or online access at home, how will we support them to access remote education?**

We recognise that some students may not have suitable online access at home. Prior to lockdown, we undertook an IT audit to identify students that may need support with access to remote education. As a result, we have and continue to issue laptops, tablets and Wi-Fi dongles to support with remote education.

- If your circumstances have changed or you require further support with remote access, please contact your child's Head of Year.
- If your child requires printed materials in the interim, please contact the Head of Year, who will be able to support.
- If your child has no online access and cannot submit work, please contact your child's Head of Year.
- If your child cannot login to their Office 365 account, Satchel One or is having any other technical issues, please contact our IT technicians in school via e-mail [support@rws.uk.net](mailto:support@rws.uk.net)
- A member of the team will get back to you as soon as possible.

### **How will we check if students are engaging with their work and how will parents/carers be informed if there are concerns?**

Registers are taken for live lessons and attendance to these sessions are tracked centrally. Furthermore, reports are pulled daily from Satchel One to check for students who are not engaging or submitting work. If there is a concern, parents/ carers will be contacted by email or telephone by the school and support put in place if necessary.

### **What should students expect from immediate remote education in the first day or two of pupils being sent home to self-isolate?**

In the event of self- isolation, we are committed to ensuring students receive work and feedback in line the curriculum and their peers. Students will still receive work in line with their five core teaching hours. However, in the event of self-isolation, live lessons will not be provided unless a class bubble or year bubble is isolating. Students will follow their normal timetable and guidance provided on where to access work, via Foldr and Satchel One. Students will be guided to resource packs and other materials, to ensure that they can continue accessing the taught curriculum.





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If students are sent home to isolate during the school day, they are encouraged to complete any homework on Satchel One and use the websites highlighted on the home learning page of the school website, to guide their studies. Students will also be guided to resource packs and other materials, to ensure that they can continue accessing the taught curriculum.

In the event of national or local restrictions, we will ensure remote education is implemented within the first two days.

### **Appendix A**

#### **Remote Teaching and Learning Principles.**

The steps have drawn on the work of Paul Kirschner who has compiled a list of 11 principles for remote learning: These principles underpin our pedagogical approach to remote teaching.

##### 0. Remove distraction from learners

1. Stick to the essentials in your teaching
2. Spread learning and practice (i.e. spacing effect)
3. Communicate goals and success criteria with students
4. Frame new material in the bigger picture (i.e. contextualize)
5. Use/activate relevant prior knowledge
6. Use modelling and worked examples
7. Offer support and guidance (i.e. scaffold learning)
8. Support and stimulate active processing (i.e. thinking)
9. Check for mastery through quizzing and practice
10. Provide feedback

This can be condensed into three areas of practice: **content; assessment; retrieval.**

In order to do this effectively, the following will be used as guidance.

#### **Content:**

##### **Chunk content and explain clearly and holding students to account for their learning**

- Chunk the exposition: Split up explanations into much smaller chunks than you might in a standard classroom environment. We can assume that student attention spans are lower than in a classroom environment, and we have none of the usual attention indicators (eyes, posture etc.). [Chunk the Exposition](#)
- Use “Pause Points” during the explanation where the teacher pauses their explanation and students’ complete short tasks (quick question, short writing task etc.). Aim to include pause points every time you explain something new. [Pause Points](#)





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- The short "pause point tasks" need to be explicitly designed to engineer thinking (or "active practise") about the content of your explanation. These need to be simple to complete, easy to understand and short (1-5mins) [Engineer Thinking](#)
- As a rule of thumb, teachers should avoid talking over text. Student attention is better managed if students listen to the teacher while looking at an image (dual-coding). [Dual Coding](#)
- Text on resources should be limited to only that which is absolutely essential for learning. [Keep it Essential](#)
- Resources should be simply structured, containing simple, clear images and diagrams that help illustrate content.

### **Assessment:**

#### **In Live Lessons:**

- Submission deadlines: Before students leave the call, ensure that they have submitted work to you via Satchel One/ One Note; check for understanding and identify gaps.
- Cold Call (KS5 only): Ask specific students to unmute their microphone and answer questions via video chat. Make sure that you ask the question and wait for a significant length of time before you ask a student to answer: "So, what have we noticed about the relationship between George and Lennie at this moment.... [5 second wait]... please unmute and answer... Sam." [Cold Call](#)
- Live chat: Ask students to write their answers in a live chat function: "So, what can we tell about the relationship between George and Lennie at this point. Please write down your best thought in chat now. You have 3 minutes." [Chat panel function](#)

#### **On Satchel One:**

- Set a quiz: After the students finish their online lesson, use your chosen online tool to assign a quiz. This can either be self-marked or marked by a teacher. If possible, make sure that you set a strict hand-in date, and that you hold students accountable for completing this work. [Setting a quiz](#)

### **Retrieval:**

- Interleaving: The quiz should ask students to recall content from the previous lesson, content from the previous week and/or older important content. Focus on threshold
- concepts i.e. the things so important that students can't afford to forget them while the school is closed. [Interleaving](#)
- Vary the diet of retrieval practice to ensure students can apply to different contexts. [Vary the diet](#)
- Make it extremely clear to students exactly how they are expected to answer the quiz or task. One way to do this is to provide a full or partial model answer to the first question. This is especially important if the quiz/task is embedded in a PPT or word doc. [Make it Clear](#)
- Structure the quiz questions from easy to hard. For students, the hardest step to take is the first. Make it simple, limit the thinking students have to do early on and model exactly how you want the work to look. Work can get harder as they get going. [Easy to Hard](#)
- Once they've completed a quiz, students should get immediate feedback. One easy way to ensure this is to display answers on the following slide or section of the resource, or use live marking using a Writing Pad, Forms etc. [Immediate Feedback](#)

We also recognise the need to ensure staff and students are trained in effective remote teaching and learning systems and pedagogy and are committed to training both during the Autumn term. Furthermore, the EEF rapid



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assessment of effective remote teaching highlights the need for collaboration during periods of remote provision:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Remote learning evidence review/Rapid Evidence Assessment summary.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Remote%20learning%20evidence%20review/Rapid%20Evidence%20Assessment%20summary.pdf)

We are committed to this principle of learning, particularly at KS5, and will make use of OneNote and MS Teams meetings, along with other platforms to create purposeful and collaborative spaces for students.