



The Cottesloe School

Families' Remote Learning Guide

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Aims of remote learning

We hope to do everything possible to enable our students to make similar progress to that if we were in school. However, we have to accept that to try and replicate the classroom experience is not always possible and that there are a variety of asynchronous teaching methods which can nurture the same outcomes. We will monitor student engagement levels regularly and where we feel this is not happening we aim to support families by working with them to address any barriers to learning.

Structure of the Day

In order to promote successful studying for students both in school and at home, we have modified our timetable in order to create structure yet flexibility. The main changes are that lesson 4 will be at 12.20 for all years and lunch break will be at 1.20. We believe that students should follow this timetable in order to facilitate positive learning habits as well to maximise their opportunity to receive quick guidance and feedback from their teachers.

In accordance with Government guidelines, at least 25 hours of study and/or contact time across a week for all year groups. Details will be shared with to students via Google classroom.

Tutor Time

Every morning the day begins with tutor time at 8.40am and all students are expected to register with their form tutor. Students will receive a variety of activities which help focus on their well-being and allow them regular contact with their form tutor and see a familiar face. Parents should expect to receive communication from the school if this is not happening. We recognise that is not possible for some parents to work from home and they welcome this of information. This forms part of our holistic overview of your child.

Teaching and Learning – what to expect

Teaching remotely is a very different experience to being physically in the classroom. Therefore, our provision takes into account the context of our school, their families, their access to technology, quality of broadband and other factors which we have been made aware of. Subsequently students will receive a combination of synchronous and asynchronous lessons which will be scheduled to go live at set times throughout the day. The reason for this is to ensure students focus on one particular subject at a time as well as allowing them sufficient time in order to complete this.

Year groups	Live Lessons	Asynchronous methods
7,8, 9	Once every two lessons	Teaching methods through the use of pre-recorded teaching episodes or other suitable video material delivered through the Google classroom.
10 & 11	Once every two lessons	
12 & 13	Every lesson to begin live	

NB: Naturally there are some unplanned and unavoidable circumstances that may affect this, but we adhere to this plan whenever possible.

Live Lessons

To access a live lesson, students should use the Google Meet link which is bespoke to each individual class and does not change. The 'live' aspect of a lesson can vary in length and may just include some initial explanation or possibly extending to a full lesson, although even this would still involve students working independently at times.

Students should expect work to last between 45-60 minutes' duration and students should note that their attendance is monitored throughout. If a teacher is live for the full hour, then students should note that there may not be any work posted in the Google classroom.

Some teachers may not be able to stream live for a variety of reasons but that doesn't mean to say they will not be available for live chat, messages and questions. Much of the current research has suggested that delivering live 'synchronous' lessons as if it were in a classroom is not necessarily the best method of delivery when students are learning from home. Other misconceptions are that delivering live only means this style of delivery. Asynchronous methods have been shown to be at least as good if not more effective mechanisms to aid learning.

Google Classroom Communication, Assignments and Tasks

All communication about remote learning takes place via the 'stream' in the Google classroom and often gives students advance notice of what to expect. All work should have a deadline, which is most likely to be by the end of the school day as the aim is for students to complete the work in the permitted hour lesson. We find this helps more students to fulfil their work demands. However, staff are fully aware that some families may have to share devices and that work may therefore not be completed until later in the day. After completion students should click the hand-in button. Failure to do so may alert parents of non-submission even if the work has been completed.

Engagement and Assessment

Parents and students should note that engagement in lessons is tracked after every lesson. This is recorded by the teacher and viewed by our pastoral support team so that a full understanding of engagement can be established. Parents can expect to be emailed by subject teachers in the first instance and then contacted by form tutors or the Head of Year.

The type of task will vary immensely and students should not expect to receive feedback or have every piece of work rigorously marked, remembering that their exercise book in school would not be taken in after every lesson. However, students should note that they will receive regular feedback but this may be a combination of online marking, written comments or verbal feedback and will form part of the teacher's professional judgement towards progress.

How parents can support remote learning

We realise that parents are trying to balance their own work commitments whilst supporting their own children. It is hard to fully appreciate each person's individual circumstances but what we all have in common is the long term success for your child. Therefore, if at all possible we would ask for your support in the following ways:

- Seek support from the school if your child cannot access remote learning in any way.
- Ensuring your child registers in the form time activity each day, so they are up ready to learn.
- Encourage your child to video call a friend and talk through the work together.

- Accept the parental invite to the google classroom so that you are aware of their work schedule in order to support them where possible.
- Emphasise the importance of continuing to learn for the child's long term progress and future success. This may require some extra independence and resilience.
- Encourage your child to communicate with their teachers if they are having difficulties. In the majority of lessons, the teachers are live in the google classroom for messages or ask for a live google meet.
- Take breaks away from their screen wherever possible, get fresh air, exercise but always within the guidelines set out to remain safe.