

iCollege Alternative Education Remote Learning Provision

Remote Education at iCollege

This information is intended to provide clarity for parents and carers about what to expect from remote education where national or local restrictions require certain cohorts or large numbers of learners to remain at home. Whilst we recognise that some learners may choose to learn remotely, as an Alternative Provision, we know the strength and value to learners of face-to-face teaching and learning.

Forms of Remote Education at iCollege

Remote learning provides an opportunity for learners and teachers to remain connected and engaged with education while working from home.

Some helpful definitions:

Remote learning: Remote learning is an umbrella term for all the learning that takes place remotely outside of a traditional classroom setting. It involves a form of education where the teacher and the learner are separated.

In some cases of remote learning, students will access educational resources online, receive pre-recorded lessons online, take low-stakes quizzes online, and submit their work online transmitted through online tools and platforms. At the same time, they may also receive traditional educational resources like textbooks, and worksheets depending on the preferred learning style of the learner.

Blended learning provision: Blended learning involves a mixture of face-to-face and remote methods.

The Remote Curriculum: What is Taught to Learners at Home?

How will the curriculum be adapted for remote learning?

The aim of education is to deliver a high-quality curriculum so that learners know more and remember more. Remote education is one way of doing so. This means that everything we know about what a quality curriculum looks like still applies. Our remote education curriculum is as closely aligned to the classroom curriculum as possible. However, there may be some variation, particularly in practical subjects where learners learning at home are limited by access to specialised resources or equipment. Just like the classroom curriculum, our lessons are carefully sequenced and ensure that learners obtain the building blocks they need to move on to the next step. In some subjects, we may alter the sequence of what is being studied so that we cover the topics that are most suitable for delivering remotely.

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 follow up work) will take broadly the following number of hours each day:

Primary: Given that the majority of our primary learners will always have access to face-to-face learning, there may only be a small amount of remote learning : approximately 1-2 hours

Key Stage 3: 2-3 hours. Learners will be set learning tasks for each lesson (30-45 minutes)

Key Stage 4: 3-4 hours. Learners will be set a range of different learning tasks by their teacher based on a normal lesson length of (30-45 minutes.) The learning will include a mixture of pre-recorded lessons and time for learners to complete learning tasks linked with these.

Post 16 - Variable depending on timetable, but you should expect learners to be doing approximately 3 hours. The learning will include a mixture of pre-recorded lessons and time for learners to complete learning tasks linked with their lessons.

A Sample Timetable (Year 11 Independence)

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Maths (T1)					
Maths (T2)			weekly	weekly	
English 1 (T1)		weekly			
English 2 (T2)				fortnightly	
Science 1 (T1)		weekly			
Science 2 (T2)			weekly		
Art	weekly + ongoing project				
Photography	weekly + ongoing project				
Enterprise & Marketing	weekly + ongoing project				
Food			weekly		
ICT			weekly		
Childcare	weekly				
PSHE				Fortnightly/ careers	
Careers					fortnightly / PSHE

What 'Catch-Up' provision is in place?

Having invested in a set of Amazon Fire Kindles, iCollege has signed up to be part of the West Berkshire project 'Diminishing The Difference' that utilises the on-line platform 'Accelerated Reader'. Learners at Inspiration and Intervention have been enrolled and have access to an on-line library. When a book is completed, learners take a quiz – the idea is that they select books at the level that maximises opportunities for progress.

Accessing Remote Education

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

Tasks for all on-line learning at our secondary provisions will be communicated via our on-line learning platform: 'SACHEL ONE'

The majority of secondary lessons will include some form of pre-recorded, differentiated, power-point where the learners will hear their own teacher's voice and be familiar with their method of delivery. This will then be accompanied by a form of worksheet activity which will enable the learner to practise and embed their learning. The lesson will be up-loaded as close to the learner's usual taught lesson as possible.

If my child does not have digital or online access at home, how will you support them to access remote education? (As all primary students can access face-to-face learning, the following applies to secondary learners only.)

We recognise that some learners may not have suitable online access at home. We take the following approaches to support those learners to access remote education:

If you do not have access to devices or the internet, please get in touch as we have a range of ways we can help. We have a small supply of laptops and Kindles for this purpose and are engaging with government support to provide

broadband access or data top ups. We also understand that learning on-line is a struggle for some learners, so hard copies of worksheets can also be made available and dropped off.

If your child does not have access to a device on which they can access their remote learning, please email your child's Lead Teacher.

How will my child be taught remotely?

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

As part of their remote education your child should expect to learn in the following ways:

- Learning packs which will be delivered to and collected from the home (all primary learners and some secondary learners.)
- Pre-recorded content on SACHEL ONE
- Links to external resources such as, online videos, websites, or lesson material (e.g. Oak Academy, Purple Mash, My Maths, BBC)
- Attached resources in PDF form (for accessibility) such as worksheets, information sheets and lesson presentations
- Quizzes via 'Seneca' or SACHEL ONE
- The majority of lessons are likely to contain a mixture of content and independent follow up tasks, but the total time should equate to 45 minutes (secondary) 25 minutes (primary).

What does my child need?

Your child will need pens, paper (all key stages) and a phone, lap-top or tablet (secondary learners if opting for our remote on-line provision.)

Again, please contact your child's Lead Teacher if your child needs support to access remote learning.

It is helpful if they have a dedicated space in the house where they can work. Your child may need some support in organising their workspace and their timetable to make sure they are able to complete their remote learning successfully.

Engagement, monitoring 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 expect learners to:

- engage with all of the remote learning tasks set by their teachers and to submit work when this is requested
- complete remote learning on time
- apply their best efforts
- seek support if needed

We ask parents/carers to support learning by:

- monitoring and promoting engagement with remote learning
- communicating with iCollege where further support is required.

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 pupil work is as follows:

Because one of the primary functions of feedback is to avoid misconceptions from developing, we will be building into every lesson an opportunity for learners to check that their understanding is correct. This may take one of several forms, which include self-marking quizzes, structured self-assessment and model answers.

At least every two weeks, teachers will make a request for key pieces of work to be submitted either in person or uploaded onto SACHEL ONE. Learners will receive individual written feedback on the work or via the 'comments' section on SACHEL ONE. Where a learner is struggling with the learning, additional, personalised work will be set and accompanied by a phone call.

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

Teachers will continually monitor learners' engagement with remote learning and fortnightly progress meetings will be held in order to identify where additional support may be required. If your child is in primary, you will receive regular email and telephone contact as usual. You will also be in face-to-face contactless 'contact' with a member of staff when work is delivered to your home and collected. At Key Stages 3, 4 and post 16, you can expect your child's Lead Teacher or subject teacher to get in touch directly via phone, email or face-to-face if work is being delivered by hand. Specific subject-related phone calls or emails can also be requested by a secondary learner if they are experiencing difficulties accessing their learning.

Additional support for learners with particular needs

- Children with an EHCP will be given the option to attend iCollege for face-to-face learning.
- The Inclusion Managers will continue to liaise with all stake-holders to provide the best level of support for the learner.
- The school will continue to liaise with other agencies to provide the best support for learners with particular needs.
- A number of teaching power points include a recording of the learner's own teacher in order to help with engagement and access. These power points can be viewed several times to allow learners to revisit topics and concepts.
- Where possible, learners will receive their own personalised learning activities.

What happens if my child is unwell and not able to complete the lessons that day?

If your child is unwell, and this prevents them from completing their work, please contact your child's unit to inform them.

Remote education for self-isolating learners

Where individual learners 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. Learners in this case will be provided with a 48 hour learning pack from each subject which will focus on embedding core skills. There will also be ongoing work available on SACHEL ONE.

Remote education and well-being

We fully appreciate that circumstances may be challenging right now and that living with added restrictions to our daily lives can make things difficult. Our school counsellor is available for support and should you feel that this service is something that might be helpful, then please contact your child's Lead Teacher or Assistant Headteacher Faye Miller.