



Northampton School *for Boys*

Remote Education Provision

January 2021

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

The majority of this document will provide guidance about what to expect during a period of extended closure when the majority of students are working remotely at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

At NSB, we are proud of our curriculum – a curriculum that offers both academic rigour and a vast range of extra-curricular activities. We know that a few years at NSB can open the doors to a lifetime of opportunity and ensure that students are able to pursue the most ambitious of dreams. This same broad and balanced curriculum is our remote curriculum – striving to provide the as many of the opportunities that students would experience in the classroom as possible.

Who do I contact if I have any questions about remote learning?

Parents/carers should contact Mr Rodger (mrodger@nsb.northants.sch.uk) or Mr Barker (cbarker@nsb.northants.sch.uk) if you have any questions or issues in regards to the remote learning arrangements.

If students do not have suitable technology at home to access remote learning, please contact Mr Kneeshaw (mkneeshaw@nsb.northants.sch.uk) as soon as possible.

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 wherever possible and appropriate. However, we have needed to make some adaptations in some subjects:

- The P.E staff will set students a series of challenges and exercises to complete during an extended period of closure to support them in keeping active.
- Some subjects may choose to spend longer on certain topics to ensure that students have effectively mastered these before moving on to the next unit.
- Subjects that require specialist equipment such as music and Design Technology will alter their topics to ensure all students are able to access the curriculum remotely.

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 pupils broadly the following number of hours each day:

Y7-11	7 x 45 min lessons per day (approx. 5.25 hours)
Y12-13	Students will receive their usual timetabled lessons depending on subject options (approx. 6 hours per subject per week)

How much homework will my child be set each day?

This is only applicable during an extended period of school closure.

Y7-9	Students should not receive any additional home learning during a period of extended closure. They may be offered optional tasks to complete if they wish.
Y10-11	Students should continue to receive home learning to support their GCSE studies.
Y12-13	Students will continue to receive home learning as normal to support their A-Level and BTEC studies.

What else do we need to know?

It is essential that students follow their normal timetable during any period of extended closure or when students are forced to self-isolate following track and trace.

Accessing remote education

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

Wherever possible, teachers will deliver ‘live lessons’ via Microsoft Teams. All students have received extensive training on how to use the software and can revisit this training any time via the student VLE.

Where it is not possible to provide a ‘live lesson’ on Teams, alternative work will be set on the school’s AIM platform.

If a student has any difficulties accessing or completing the work, they can contact their teacher via MS Teams or by email, remembering to use professional and courteous language.

All students must ensure they are familiar with using Teams and our expectations of online conduct. The link can be found here: [Remote Learning for Students](#).

How will my child know if there is a live lesson?

Students can check for a live lesson in 2 different ways:

- 1) Students can use their Teams calendar to look for any lessons that they are able to ‘join’. Teachers will either deliver the whole lesson live through Microsoft Teams or introduce the lesson/task and be available for live support throughout the duration of the lesson whilst students work independently.
- 2) Students can check the most recent posts in their class ‘channel’ to look for a live lesson to ‘join’.

If students **cannot see a live lesson** to join, they should then check the following areas:

1. Check Teams ‘Assignments’ to see if the teacher has set a task to complete there
2. Check the AIM platform for other alternative resources or work that teachers will have provided.

If students have any questions about the work, they should contact their teacher either via Teams or email.

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

Parents/carers should contact Mr Kneeshaw (mkneeshaw@nsb.northants.sch.uk) if your child does not have access to a device at home and we will endeavour to support. There are possible options to consider:

- We may be able to provide a device for students to use at home for the duration of the school closure
- Students may be able to use a mobile device to view the live lesson and complete any work on paper where possible
- Students with poor internet access may be able to access alternative resources on AIM and then complete these 'offline'

How will my child be taught remotely?

We recognise that to deliver a successful curriculum, we must ensure that teachers are able to transmit this knowledge effectively in an online setting. To enable successful remote learning, NSB will use the following principles to guide our approach.

- Ensure regular use of quizzing to test students' understanding and ability to recall important knowledge
- Select the online tools that will be consistently used across the school to help encourage high levels of student engagement
- Set tasks so that pupils have meaningful and ambitious work each day across the curriculum
- Continually revisit prior knowledge so students are able to make connections with new knowledge and commit ideas to long-term memory
- Provide frequent, clear explanations of new content through high quality instruction
- Gauge how well pupils are progressing through the curriculum through questioning and other suitable tasks
- Provide regular feedback using a variety of strategies so students are aware of their ongoing progress
- Ensure teachers support the needs of all students, especially through frequent modelling, scaffolding and simplifying explanations to ensure understanding
- Plan a curriculum that offers the equivalent depth and breadth to the core teaching pupils would receive in school, ideally including daily contact with teachers

Engagement and feedback

What other support is available for parents?

We have also created digital sessions for parents via the parents' section of the website under 'Parental Guide to Distance Learning'. The relevant links can be found here:

[Parental Guide](#)

What are your expectations for my child's online conduct?

The importance of professional written communication cannot be understated, and students must approach the digital classroom with the same respect that they show in face-to-face lessons. Therefore, when engaged in an online school activity on Teams or any other electronic platform, we will have the following expectations of students:

- Students must write in formal, professional language, using proper punctuation and spelling.
- Students must not use colloquial or inappropriately familiar language with staff or with peers.
- Students must only use emojis to respectfully react to other comments in the chat.
- Students must be always respectful and courteous in written communication.
- Students should not message teachers through the chat function outside of school hours.

What are the consequences when students do not meet these expectations?

The expectations outlined above will be followed up by teachers and any concerns flagged up to senior staff.

- We expect behaviour to be of the same high standard as normal in-school practice. Any instances where students fall below the expected standard will be challenged by the class teacher in the first instance.
- Where distracting or inappropriate behaviour is persistent, the teacher will use the 'mute' function on Teams which will mean students can only listen to the lesson and not use the chat function or microphone.
- Where sanctions are used, a member of staff will ensure that parents/carers are informed.

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

All teachers are monitoring student attendance to live lessons as well as their engagement with weekly tasks.

Teachers will log any concerns before making the necessary and appropriate contact with parents and carers:

- Attendance is monitored daily.
- Students who are absent from live lessons or fail to submit work will be recorded.
- Where a student become a concern across the curriculum, the relevant Year Team Leader will contact home to address these issues.
- Where a student become a concern within a subject, the class teacher or Curriculum Team Leader will contact home to address these issues.

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 Teams or AIM are also extremely valid and effective methods, supported by evidence-based research. Our approach to feeding back on pupil work is as follows:

Teachers may choose to use several different strategies to provide feedback to students. These will vary according to the subject, year group and nature of the task but students can expect to receive at least one of the following forms of feedback every 2 weeks:

- Students may be offered a quiz/test to compete on Microsoft Forms to test their knowledge and understanding of a topic.
- Teachers may deliver whole class feedback to all students based on common successes and misconceptions that need to be addressed.
- Teachers may set tests on third party websites that offer immediate feedback to students on their score and areas for revision.
- Students may be asked to submit an assignment on Teams for which they will receive feedback (either live during the lesson or afterwards).
- Students may be asked to submit an assignment on AIM for which they will receive feedback.
- Students may submit a piece of work to be digitally annotated and 'inked' by the teacher before being returned.

Remote education for self-isolating pupils

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

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

Where possible, teachers will still continue to deliver ‘live lessons’ via Microsoft Teams and ‘dial’ isolating students into the lesson.

Where it is not possible to provide a ‘live lesson’ on Teams, alternative work will be set on the school’s AIM platform with clear instructions on what students need to complete during the lesson and how they should submit work.

Isolating students can still receive support from their teacher during the timetabled lesson and should contact them via the Teams ‘chat’ or email if they have a query. Students must consider that teachers may not be able to respond immediately when they are teaching other students in the classroom.