

Online learning@Davenant



This Document is to help guide and support parents in understanding the online learning provision at Davenant during times of closure.

Our aim:

To have an online teaching and learning provision that is engaging, relevant, academic, and purposeful while guarding against excessive screen time and workload for staff, parents and students alike.



Remote Learning at Davenant 2021

Remote education provision:

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

At Davenant we can switch to full remote online learning within 24 hours of closure. Students will have live lessons and follow the timing of their normal timetable.

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 teach a full curriculum at Davenant in all Key Stages. There are some practical subjects where lessons and schemes of work will be adapted for home learning.

These would include subjects such as PE, Art, DT, Textiles, Food Tech, Computing, Drama and Music.

PHSE topics may vary depending on suitability for remote teaching.

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:

Key Stage 3	5 Hours a day including Registration
Key Stage 4 GCSEs	5 Hours a day including Registration
Key Stage 5 A Levels	Up to 5 Hours a day depending on individual timetables and private study time.



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Accessing remote education

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

At Davenant we use [Gsuite for Education](#). [This offers a range of apps for remote learning.](#) [Every child at Davenant has an account with their own unique password.](#) [The apps for remote lessons are predominantly Google Classroom and Google Meet](#)

[and Google Classroom.](#)



~~Every child at Davenant has an account with their own unique password.~~ Students can join their timetabled lessons by ~~either going to the appropriate google classroom or accessing through their google calendar.~~ [accessing the Meet link on their timetabled lesson in Google Calendar or by using the Meet app.](#)

Students can access ~~the Google apps google classroom and google meet~~ through ~~PCs, Macs, Laptops, Smartphones, tablets and game consoles.~~ [This can be](#)

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:

- We audit our students and families, so we have a clear picture of what equipment each child has.
- We loan out Chromebooks to students that do not have any or limited means to access their online learning.
- Parents are encouraged to contact the school if they need any support in gaining IT provision.
- 4G sim cards are available if families have limited or no access to Wifi/4G
- As a community many of our families will gift another family a Computer/laptop to support the learning. This is done through the school who identifies need.
- Work can be sent via post in extreme circumstances and collected where needed though we aim for all students to have online access.



How will my child be taught remotely?

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

- We aim for the vast majority of our lessons to be live with the teacher facilitating the learning on Google Meet.
- We do record all/part of some lessons to support those students who may not be able to log on due to shared IT resources in the family unit. This enables the student to complete the lesson at a convenient time to-for them.
- We use Google Docs Classroom (with assignments normally set using Google Docs, Slides or Forms) toForms to set work/assessments but also ask students to use paper/exercise books to minimise screen time and practise physical writing skills.
- We use electronic textbooks where available or textbooks and reading books pupils have at home.
- In our lessons students may be referred to specific websites or film clips that support the lesson and are age appropriate.
- Some subjects, such as the practical ones, may set long term projects as well as teaching live to compliment the study units.
- Our staff have ongoing training on effective remote / on-line teaching and guidance on how to use our electronic online platforms.

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 expect the parent to ensure:

- Good routines are followed.
- Students are up and dressed ready for the day.
- That students have appropriate equipment/books/penspens.
- Students follow the online etiquette expectations.
- You-That they talk through their-their child's day with them and monitor work/screen time.
- That they Feedback to school any relevant concerns or praise
- Please-That they inform the school of any issues/illness or absence as per normal



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

Each lesson we take a register and attendance is monitored. The online platform [m-Google Meet \(Google classroom\)](#) also produces a report on attendance and how long each child was in the lesson. If there is a trend or significant absence parents will be contacted by the student services team.

Individual teachers within departments monitor the quality of work produced and general engagement. If there are any concerns the teacher or a member of student services will contact you.

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:

Staff will give general feedback during lessons as part of teaching and learning. Key assessments are set [on-through](#) Google Classroom and staff can mark, assess and feedback to students either through annotating their work or by using the chat box in each of the student's work areas.

Assessments are set in line with each department's policy and depending on Key Stage. Assessments may change or be adapted due to limitations of online learning especially in some of the practical subjects.

In line with school [policy](#), we will also report termly on students' [online](#) progress/engagement to parents.

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Additional support for pupils 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 pupils, for example some pupils 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 pupils in the following ways:



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We contact all families who have a child with an EHC plan or are deemed vulnerable to see how we can support and monitor their progress/[engagement](#).

Our SEN department works with individuals to see what best suits their needs.

Our TAs are allocated to support different students and classes during the day and are online in lessons ~~of~~ [and](#) helping one to one/small groups.

[There may also be a need to invite identified students into keyworker school where a TA may be able to support them .](#)

Where possible, interventions, both academic and social skills, will be moved online and parents will be given the relevant log-in details to enable access and support to continue.

My child has been receiving a pastoral intervention what will happen to that?

Within student services we use a range of resources to support pastorally. In conjunction with the Student Services team, where possible, these interventions will carry on virtually. The Student Services team will keep in contact with you in relation to these sessions.

How do we ensure wellbeing of students during times of Remote Learning?

~~We have tutorial meets every day to check in with all students. Staff will give general feedback during lessons as part of teaching and learning. Key assessments are set on through Google Classroom and staff can mark, assess and feedback to students either through annotating their work or by using the chat box in each of the student's work areas.~~

~~Tutors and Heads of Year ring and support identified students as well as contacting their tutees.~~

~~There is a 10 min break between lessons to give staff and students a screen break.~~

~~Homework is minimised to reduce stress and student screen time.~~

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 will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school [simultaneously](#).

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

The provision will be varied depending on Key Stage and ~~subject~~[subject](#), but we aim to ensure no student misses out on their education while self-isolating.

Provision may include:

- Joining lesson live through Google Meet.
- Having access to a recording/part recording of the lesson as well as all resources.
- Relevant work set during the lesson with online opportunity to ask ~~questions~~[questions](#).
- Work set for completion where the teacher can feed back at a later date.