



Melland High School Remote education provision: information for parents & carers

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

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

At Melland High School our main aim is to ensure that remote learning is closely linked to relevant pre-formal, semi-formal and formal curriculum provision and individual Education, Health and Care Plan (EHCP) outcomes.

EHCP outcomes will continue to be delivered via in-school and or remote education provision.

Therapies will continue to be provided by our multi-agency team through a variety of personalised interventions.

The remote curriculum: what is taught to students at home

A student's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my son/daughter expect from immediate remote education in the first day or two of students being sent home?

In a situation where students are asked to stay at home, parents & carers will receive a call from the form tutor and a timetable with associated resources, this will be emailed or a hard copy will be sent home with the student. Additional hard copies will be available to pick up from school any time during the school day. The timetable will also be available on the school website within the first two days.



Following the first few days of remote education, will my son/daughter 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 where appropriate. Students will follow the usual timetable each day with activities set following the curriculum where possible.

However, we have needed to make some adaptations in some subjects, for example, ICT & computing lessons may be dependent on applications only available in school so lessons covering aspects of eSafety may be more appropriate.

Where appropriate students will be provided with a sensory pack and resources to support the activities on their timetable.

All remote education resources are available on the school website:
<http://www.melland.manchester.sch.uk/remote-education/>

<http://www.melland.manchester.sch.uk/lessons-and-activities-for-learner-groups-2020-21/>

Remote teaching and study time each day

How long can I expect work set by the school to take my son/daughter each day?

We expect that remote education (including remote teaching, supported & independent work and mental and physical well-being activities) will take students broadly the following number of hours each day:

Key Stage 3	Up to 4 hours a day. Including mental and physical well-being activities.
Key Stage 4	Up to 4 hours a day. Including mental and physical well-being activities
Key Stage 5	Up to 4 hours a day. Including mental and physical well-being activities
Each students' individual needs will be evaluated and they will be allocated appropriate work for each day. This will be discussed with parents and carers during welfare calls.	



Accessing remote education

How will my son/daughter access any online remote education you are providing?

Each teaching group will be accessing different formats dependent on the curriculum pathway they are following:

Following a detailed audit of student devices where appropriate all students should have access to a laptop or tablet.

Class Dojo codes will be sent to parents & carers of students accessing the formal curriculum who require access in order to engage with activities. Some will keep communication via emails and school website.

Office 365 login's will be provided for groups who have been learning features in ICT & computing lessons and working towards E1 in ICT functional skills.

Microsoft Teams access and support will be available for 6th form students accessing E1 Functional Skills in ICT.

Evidence for Learning app details sent to semi-formal learners.

Via parent/carer email address.

If my son/daughter does not have digital or online access at home, how will you support them to access remote education?

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



- Form tutors have completed a 'Remote Learning Audit' with all families in order to identify where households need support in accessing the internet and a device depending on individual needs and how they will access learning.
- Households that have been identified as needing a device will be issued a laptop or tablet on loan by school for the specified time. Households that have been identified as needing support with connectivity and internet access will be issued a 4G router.
- Printed materials will be available from school on request or posted out at the earliest opportunity.
- Sensory packs will be sent home with students or delivered home by staff.
- If you do not have access to a device in order to access learning please make tutors aware at the earliest opportunity or call school on 0161-223-9915 or email admin@mhs.bfet.uk
- We are continuously refreshing our devices in order to accommodate all students who require support.

How will my son/daughter be taught remotely?

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

Some examples of remote teaching approaches:

- Microsoft Teams: assignments will be set for 6th Form students accessing E1 Functional Skills ICT.
- Class Dojo: videos from teachers explaining activities with resources available for some formal learners.
- Sensory resources available for all students accessing our pre-formal & semi-formal curriculum.
- Recorded teaching: some teachers may link to videos in the learning packs provided on the school website.
- Timetables with associated resources and learner packs are emailed to families and printed paper packs are available on request produced by teachers and are also available on the school website (e.g. workbooks, worksheets)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Useful teacher produced resources, videos, PowerPoints, symbols and photos available in the Remote Education button on the website.
- Signposting parents & carers to useful educational website links.



Engagement and feedback

What are your expectations for my son/daughter's engagement and the support that we as parents and carers should provide at home?

- We expect students to engage in activities set each day via their timetable where possible. Expected levels of engagement will be agreed between the tutor and the parents & carers following welfare calls and remote learning audit.
- Remote learning packs and timetables are designed to help set routines that are as familiar to students as possible. Parent and carers will be encouraged to capture engagement by emailing a photograph/the schoolwork or this may be evidenced in a conversation with the form tutor during welfare calls.
- Feedback will be shared via email/phone call or on the platform the learner group is accessing e.g. Microsoft Teams & Class Dojo.
- Engagement will be recorded as agreed with the tutor and the parent/carer.
- Education, Health & Care Plan outcomes and Learning intentions will be shared with parents and carers and feedback on outcomes will be asked for during welfare calls and EHCP Reviews.

We understand the pressures and difficulties parents and carers face every day under these very difficult circumstances.

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

- Students engagement will be tracked each day for each session via email from parents & carers. A welfare call will be made each week to discuss engagement and appropriate support in place where necessary
- Teachers will check engagement via email/phone call or on the platform the learner group is accessing e.g. Microsoft Teams & Class Dojo.
- If engagement is a concern, this will be discussed with you during weekly welfare calls and highlighted to middle leaders and senior staff if needed. Each case is assessed individually and we will discuss the extra support that will be offered to households.

How will you assess my son/daughter's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual students. 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 student work is as follows:



- Teachers will use the same marking strategies & criteria that they use when students are in school [Marking and Feedback Policy](#)
- Students, parent and carers will receive feedback via phonecall, email or the platform that has been allocated as and when evidence of engagement is sent.
- Tutors will discuss progress each week during welfare calls and feedback will be given.
- Progress against EHCP Outcomes will be discussed during weekly welfare calls and formally gathered during EHCP reviews.

Additional support for students with particular needs

How will you work with me to help my son/daughter who needs additional support from adults at home to access remote education?

We recognise that some students, 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 students in the following ways:

- Every student will have a personalised timetable and activities that link directly to the curriculum pathway they are accessing. This is differentiated and personalised according to the students ability. During welfare calls tutors will modify and adapt depending on feedback from parents and carers, the changing needs of students, household set ups and barriers to learning and engagement.

Remote education for self-isolating students

Where individual students 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 students both at home and in school.

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

Students will follow the same timetable, wherever appropriate as the students who are following the same curriculum pathway and are accessing lessons in school. Timetables, resources and associated activities will be provided via email, paper copies or sensory packs on day one of a student having to isolate.

Students will be encouraged and families will be supported to help students, where possible, to join in the lessons in school via Microsoft Teams.