

Manchester Communication Academy



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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.

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

In the event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning.

What curriculum will my child be taught?

Students will follow their usual timetable online, accessing lessons on Google Classroom at the times they would attend them in school. They will continue to access the school's intended curriculum remotely, covering the core skills and knowledge they would have access to if we were in school. Although the delivery may be adapted for the remote environment, students will still experience the full richness of their subjects.

What can my child expect from their remote learning?

Students can expect to experience a blend of 'live' lessons taught through google meet and pre-recorded or pre-prepared set tasks. Whether delivering live teaching or pre-prepared tasks, teachers will include the following elements that make up effective teaching and learning:

- Clear explanations of new content
- Modelling and guided practice
- Questioning and interaction

In addition to their timetabled lessons, students will continue to be set homework tasks that introduce new learning or reinforce previous learning. In years 7-9 these will take the form of off-screen tasks that will be introduced to students in progress time each week. For years 10 and 11, teachers will set homework appropriate to prepare them for their GCSEs.

Students also have access to Myon, an online reading platform that allows them to read a range of fiction and non-fiction texts. In years 7 and 8, students will be expected to read their Myon book during their weekly 'Accelerated Reader' English lesson, as well as in their own time, and to take reading quizzes when they have finished the book. Any queries related to Myon should be directed to Mr Maguinness, Director of English.

How will my child access remote learning, and what if my child doesn't have digital or online access at home?

Our remote learning offer is delivered through google classrooms. Click [here](#) for more information and guidance how to access this platform. Access to this platform is via a student's normal school login; if students have difficulty with logging in, they should contact the school's IT support.

We recognise that some pupils may not have suitable online access at home. If this is the case, parents/carers should contact the school to arrange the loaning of a laptop and/or internet dongle where necessary.

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

Students should attend progress time first thing in the morning (15 minutes). They will then attend 4 x 80 minute lessons throughout the day (5 hours 20 minutes) and they will also have reading time (15 minutes). Homework will be set in addition to this, details are above.

How will my child's remote learning work be checked and assessed by the teacher?

The tasks function on google allows students to submit work to the teacher before a task can be signed off. Students and teachers should keep accurate records of all work completed, submitted and assessed.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Assessment of remote learning will happen every lesson, and may take a range of forms. For example:

- Discussions and questioning during the lesson
- Quizzes
- Tasks on google forms, docs or slides that enable to teacher to see and assess students' work
- Self or peer assessment against a pre-defined set of success criteria

How and when will my child receive feedback on the remote learning work they produce?

Students will receive timely and frequent feedback that tells them how to make progress. This may be done in any of the following ways, as appropriate:

- Live individual feedback during the lesson as teachers access and comment on their google doc or google slides.
- Individual written feedback after a piece of work is submitted.
- Whole class feedback where the teacher demonstrates common strengths, areas for development and re-teaches misconceptions. This is an effective way of providing feedback, supported by findings from educational research
- Verbal feedback during the lesson.

They need to act on their feedback in a way that moves their learning forward. This may take the form of a re-draft or an attempt at a new task in response to feedback.

How will the school track whether my child is engaging in their learning, and what will happen if they aren't?

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Students will also be expected to read and respond to communication from the school (e.g. an email from a progress leader) on a regular basis.

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the

content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch up once the school reopens.

Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's head of year.

Teachers take an engagement register every day for every lesson. The engagement register aims to capture which students aren't engaging with remote learning. Attending the lesson in itself by logging in to Google Classrooms or Google Meets does not guarantee engagement. Engagement means active involvement in the lesson and the learning, which can take different forms in different lessons.

Teachers will clearly explain what students need to do to prove their engagement at the start of each lesson and throughout. Students must meet those expectations in order to receive their 'y' code on the register.

Progress Leaders will make daily phone calls home for students who are not engaging with their remote learning in order to establish what support needs to be put in place. In cases of persistent disengagement or lack of contact with home, referrals will be made to Heads of Year who will make further attempts to contact home and support students to engage.

The engagement register also tracks examples of excellent engagement and Progress Leaders will also be contacting home to congratulate those students who are displaying exceptional efforts.

Click [here](#) for guidance and advice on how to support your child with online learning.

Support for pupils with SEND, EAL and other specific learning enhancement needs

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.

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for pupils with SEND and advice can be sought from the SEND team or EAL team. In addition, the SEND team and EAL team will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/pupils and feed back to teachers using CPOMS if required. It may be agreed between parents/carers and the SEND/EAL team that pupils with SEND or EAL students attend school for additional support; such arrangements can be put in place as appropriate.

Expectations of teachers (and subject areas)

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device. If there are IT related issues while remote working, teachers can contact the IT department.

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of students' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning.

In order that we are providing a consistent approach, heads of faculty and subject leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas.

Teachers are responsible for providing constructive feedback to their students in a timely manner. Subject leaders are responsible for overseeing the form and regularity of feedback, and will liaise with area leaders to ensure consistency.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes. Note that illness in these cases will be treated as normal.

Subject areas are expected to:

- Plan and deliver 'live sessions' following the normal MCA timetable where appropriate.
- Respond to reasonable amounts of communication from students, parents and teachers
- Plan and set tasks for their students using the tasks functionality in google classroom.
- Be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to students electronically (or after the period of remote working for written and project work)

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous).

If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available in google, such as interactive websites and support activities, and point pupils and parents in that direction.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents. Teachers also should ensure their communication with students does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are:

- Email using school email addresses only (both teachers and student)
- Google classroom (docs/sheets etc.)

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Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / guardians. However, progress leaders (under the guidance of the Pastoral Deputy and Heads of Year) should check in regularly with their tutees to monitor both academic progress and their general wellbeing. Progress leaders will be expected to pass on feedback to Heads of Year, particularly if there are concerns or a lack of communication. A referral may also be made to DSL if concerns are raised.

Safeguarding during a school closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead Andrea Grant.

Self-isolating students

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If a student is sent home from school during the school day, the school will make every effort to provide appropriate work for them to complete at home for the remainder of that day. From the first full day of accessing remote learning at home, students will receive links to live stream their lessons on Google Classroom so they have access to the same lesson content as their peers in school.