

<i>In developing their remote education, the government expects schools to:</i>	CHS provision
<ul style="list-style-type: none"> • <i>teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</i> 	<p>With the full curriculum taught in the full day of live lessons on Google Classroom as the normal timetable, our regular planned well-sequenced curriculum can continue without interruption.</p>
<ul style="list-style-type: none"> • <i>use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations</i> 	<p>With the full curriculum taught in the full day of live lessons on Google Classroom as the normal timetable, our planned curriculum can continue without interruption.</p>
<ul style="list-style-type: none"> • <i>give access to high quality remote education resources</i> 	<p>Our main vehicle for remote education is Google Classroom and students can access everything they need through this one resource. All usual access to other high quality resources remain, such as Hegarty Maths, Educake, Satchel, Lexia, Accelerated Reader.</p>
<ul style="list-style-type: none"> • <i>select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use</i> 	<p>Staff have been receiving training in the use of Google Classroom and effective online teaching since the Summer term 2020 lockdown in preparation for any further lockdown such as this. Staff have honed those skills over time, particularly through our use of hybrid lessons in Autumn 2020 for students both in school and those self isolating.</p>
<p><i>Overcome digital barriers for pupils by:</i></p> <ul style="list-style-type: none"> • <i>Distributing school-owned laptops accompanied by a user agreement or contract</i> • <i>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</i> 	<p>We strive to give every student access to online resources and hardware so that paper resources are not necessary. We continue to contact all students and families to give 100% of students access to online lessons.</p>
<ul style="list-style-type: none"> • <i>recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs</i> 	<p>Places in school are offered to SEND families who wish their child to work with learning support through the live lessons; all SEN student families receive regular phone calls from staff offering support.</p>
<ul style="list-style-type: none"> • <i>publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation</i> 	<p>A range of information relating to remote learning is always available on our website, and we regularly communicate information about remote learning by letter and text. We also make daily phone calls on an individual basis as required to get families online.</p>

<ul style="list-style-type: none"> • <i>Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education</i> 	<p>Deputy Headteacher Mrs Crewe has overall responsibility for this at CHS.</p>
<ul style="list-style-type: none"> • <i>have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern</i> 	<p>Lesson by lesson attendance register checks are completed by teachers as normal; each day, students who are not attending the live lessons consistently are contacted directly and offered support by a range of staff including Attendance Officers, Student Liaison Officers and SEN staff.</p>
<ul style="list-style-type: none"> • <i>Provide teaching that is of equivalent length to the core teaching pupils would receive in school. This will include both recorded or live teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum for Key stages 3 and 4: 5 hours a day.</i> 	<p>Students in all year groups have their normal 5 hour timetabled day each day, plus 20 minute form time. From Monday the 11th of January, homework will return to being set at the normal rates for students.</p>
<p><i>When teaching pupils remotely, we expect schools to consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:</i></p> <ul style="list-style-type: none"> • <i>providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources</i> • <i>providing opportunities for interactivity, including questioning, eliciting and reflective discussion</i> • <i>providing scaffolded practice and opportunities to apply new knowledge</i> • <i>avoiding an over-reliance on long-term projects or internet research activities</i> • <i>enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate</i> • <i>using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge</i> • <i>We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.</i> 	<p>With the full curriculum taught in the full day of live lessons on Google Classroom as the normal timetable, our planned curriculum can continue without interruption. Remote live lessons taught by their regular teacher allows for the seamless continuation of the usual high quality content and resources.</p> <p>Remote live lessons taught by their regular teacher allows for a continuation of Assessment For Learning strategies, feedback, and genuine interaction between teachers and students. All students have been provided with whiteboards and pens to enable effective AFL through live lessons.</p> <p>Students continue to have weekly VIP tests in a range of subjects; calendared key pieces of work are completed under exam conditions and marked via teachers and feedback shared through google classrooms.</p> <p>Remote live lessons taught by their regular teacher allows for planned and immediate differentiation and support, both in terms of pace and difficulty.</p> <p>For PE, wellbeing lessons weekly are supplemented by activities are shared on Google classroom for each week to keep students fit and healthy.</p>