

## **Cambourne Village College: Provision for Remote Education Spring 2021**

### **Remote Education Lead: Ms Emily Gildea, Deputy Principal**

We hope that the following information will be useful to parents in understanding the College approach to remote learning.

#### **Curriculum**

Our curriculum is designed very carefully to ensure student progression, with subject leaders having thought in depth about students' existing knowledge and how to build this over time so that pupils are equipped with the knowledge and capabilities that they need to succeed in their exams, in their future studies, and to participate fully as citizens in life beyond education and in the world of work.

Details of our usual curriculum offer and its underpinning rationale is here, under 'Curriculum Policy': <https://www.cambournevc.org/parent-carer-and-student-information/policies>

In order best to provide learning that can take place remotely, there will necessarily be some changes to this. However, we will deviate from it as little as possible, selecting units from our programme of study that can be more easily be pursued at home, and making adaptations as necessary. Subject leaders continue to work with the same underpinning principles of curriculum design in constructing schemes of work for remote learning.

#### **Timetable**

We designed our timetable for remote learning based on what we had found to work best in the 2020 Spring-Summer lockdown. At Key Stage 4, this is broadly similar to our usual timetable but with all subjects operating as double periods. Our after-school timetable continues as usual.

At Key Stage 3, in response to parents and pupils more often finding that four subjects per day, with reading, PE and numeracy in addition, was overwhelming, we designed the timetable to comprise three subjects per day, with extension tasks and rewarding materials for those students who wanted to extend their learning or who completed tasks quickly.

However, on Thursday 7th January, Gavin Williamson, Secretary of State for Education, informed all schools of a new obligation to provide five hours of learning for Key Stage 3 pupils. We are therefore adapting the timetable to facilitate this, by offering live Q&A sessions and quizzes, extending the learning time in practical subjects and adding further enrichment such as Podcast of the Day, suggested articles and a series of weekly History Lectures.

We will consult this week on the time spent daily by your child/ren on their learning so far; please bear in mind the changes outlined above.

Please note also that we are confident that the work we are setting should take roughly the time allocated for it, although without being in the classroom it is harder to gauge. As a general rule, if your child is finishing very quickly, it is worth checking that they have completed all elements fully and in detail, listened to all teacher videos and addressed any extension tasks.

## Method of Delivery

Guidance from ASCL (Association of School and College Leaders), the DfE, the CST (Confederation of School Trusts), the EEF (Education Endowment Foundation) and other educational researchers continues to suggest that there is no advantage of teaching in real time (e.g. via Teams Live lessons) over asynchronous teaching (e.g. Pre-recorded lessons, video tutorials, standard tasks or web-based learning), and that what is more important than the means of delivery is the quality of the teaching and resources. It is also clear from this guidance that an approach that consists of a full day of live lessons for pupils is not beneficial for them.

Our approach takes into account a range of factors, alongside research and guidance, some of which is outlined above. For instance, we surveyed our Year 10 students after their bubble closure – results have been shared with parents and governors previously – this showed that there is no single approach that suits all learners better than any other. We also want pupils to have variety within their day. Further, we firmly believe that certain methods lend themselves to certain subjects more than others, and that therefore subject leaders should be able to exercise discretion as to which methods of lesson delivery work best. We also take into account the engagement of students with each method, and the different strains that can be put on households, on devices and on bandwidth.

There are advantages to each – for instance, some pupils like to be able to learn at their own pace, to replay instructions and to spend longer on certain tasks, all of which are possible with asynchronous learning. At other times, the connection that can be felt in a live lesson can be very powerful and boost students' well-being, and the chance to ask questions in real time or to hear others' views can be beneficial too.

We will therefore continue to offer a mixture of live and asynchronous provision to all, at the judgment of the Heads of Department. However, we do intend offering live drop-in slots in some subjects to KS3 pupils, which we have not done previously.

For those interested, this is the recent publication from the DfE:

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

## Devices for Remote Learning

We are confident that all pupils have an appropriate device on which to access their learning: all students in Years 7,8, 9 and 10 have an iPad and all Year 11 students have been provided with a device where necessary. We have a team dedicated to providing technical support for remote learning and parents should inform the College immediately if their child cannot use their device. Similarly, we know that home broadband systems can come under pressure when multiple users are accessing WIFI; please inform us if your child has interrupted access to learning due to broadband issues. All queries regarding IT access should be made to [Cam-Support@Cambournevc.org](mailto:Cam-Support@Cambournevc.org).

## **Monitoring**

We log pupils' engagement via Show My Homework each morning. It is important you continue to report students' absence if they are unable to complete work due to illness, as we refer to this when checking students' submission of work.

When students are asked to submit work, they should do so in the way requested, most usually through Teams. If students do not submit work and have not been logged as absent for that day, we will record 'Work Not Yet Submitted' on Go4Schools. This will not happen immediately, however, as hundreds of children submit work on the same day in any given subject, and this may be being monitored by a small department of two or three teachers, for instance.

## **Feedback**

We understand that pupils can feel adrift and welcome feedback on their work. We will mark pupils' work according to the normal feedback cycle – for core subjects, this means pupils can expect marking roughly every fortnight; for subjects with fewer lessons per fortnight, an assessment cycle is more usually once or twice every half term. However, because we recognise the importance of pupils feeling in touch, we will aim to give feedback beyond this wherever our time allows. If pupils are invited to a live session, attending this may be a good way of feeling in touch.

## **Support**

When pupils are struggling with tasks, please remind them to read the instructions very carefully. We are finding that they are emailing teachers at times to ask questions that are answered within the instructions or the teaching resource. They should direct questions of a technical or IT nature to the Cam-Support email address. If they do email their teacher, they need to remember that a response won't be immediate.

Our TAs and intervention teachers are working with pupils identified as being most in need of additional support. If this applies to your child, please encourage them to do the work set or to be available for those calls.

In terms of pastoral support, your child will receive a wellbeing phone call from their tutor once per fortnight. This is a good time for them to talk through any general concerns they have.

I hope that you have found this information useful; we will welcome your views, and pupils' views on our remote learning provision via this week's survey.

Emily Gildea  
Deputy Principal, Teaching and Learning