

Contingency Plan for Remote Education

Designed for self-learning under adult supervision, the PACE workbooks provide a planned and well-sequenced curriculum so that knowledge and skills are built incrementally through Mastery Learning. These high-quality workbooks provide frequent, clear explanations of new content and a good level of clarity about what is intended to be learned and practiced in each subject – Maths, Science, English, Word Building, Literature and Creative Writing, Social Studies, and Biblical Studies. When the PACE procedures are followed consistently, the Department for Education expectations below are met.

We are therefore confident that we have a **strong contingency plan** in place, as we have since April 2020, for **remote education provision** that includes the following DfE expectations:

- provide a planned and well-sequenced curriculum so that knowledge and skills are built incrementally
- the PACEs provide frequent, clear explanations of new content and a good level of clarity about what is intended to be learned and practiced in each subject
- use a curriculum sequence that allows access to high-quality remote education resources linked to the school's curriculum expectations (PACEs)
- set assignments, including PACE goals, so that pupils have meaningful and ambitious work each day in a number of different subjects
- provide printed resources, such as textbooks and workbooks (PACEs), for all pupils including those who do not have suitable online access
- select the online tools (Easyclass) that will be consistently used across the school in order to allow interaction, assessment and feedback

Please note that the Department for Education has increased its requirements for **Remote Education** during the 2020-2021 school year, and it expect schools to:

- plan a programme that is of equivalent length to the core teaching pupils would receive in school (i.e. approx. 5 hours), ideally including daily contact with teachers (e.g. by phone)
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- work with families to deliver a broad and ambitious curriculum recognising that pupils require adult support and supervision to complete PACE work at home just as they do in school and to access remote education

As in school, most of the work done during remote learning will be PACE work to enable the student to build momentum through each PACE, show mastery of the material on the PACE Self-Test and Test, and so make progress to the next PACE. This will help him access a broad and balanced curriculum and minimise any possible fragmentation of the learning experience.

The school recommends that as much as possible the student completes close to the same minimum number of pages a day as he would in school as advised individually by his supervisor (approx. 3-4 hours work – plus breaks of course). The remaining 1-2 hours can include French and other set projects, physical activities - preferably outside, weather permitting- and any enrichment activities that the parent chooses for their child's personal development and wellbeing such as practicing skills like piano, sewing, crafts, cooking, gardening, etc.

Both parents and the students themselves (with permission) can call their supervisor as often as needed for academic and other support. The supervisor will usually have a copy of the PACE and be able to see same page to help answer questions.

To enable us to check that the student is making good progress through the curriculum, please could parents send us a photo of the completed goal card each week or email us by Monday morning with details of the page numbers set and completed each day in each subject for the previous week.

Parents should contact the supervisor when the student has completed the final Checkup and is preparing to take the Self-Test for confirmation to take the Self-Test, and again once he has reviewed the PACE and completed the Self-Test for confirmation that the student may take the Test. The PACE may need to be sent in to be checked at either of these points so that the supervisor can see that the student is ready to take the Test. If not, the supervisor will check the PACE when she marks the Test. Tests and Self-Tests should be taken in school whenever possible.

Parents should continue their children's education at home by:

- following the same PACE procedures as the school as per the guidelines given to them. Both the student and his work will benefit from learning in the same consistent way that is proven to work.
- being 100% positive about the PACEs - children can be very quick to pick up negative attitudes, and we need to encourage them to be positive in their work
- giving verbal praise and encouragement and also rewards such as merits which the children earn in school for completing their goals or other projects, for hard work and extra effort such as particularly neat work or handwriting, and for excellence in writing paragraphs and essays, etc. These can be collected to be spent in Merit Shop at home or saved to look forward to spending them when they come back to school

Practical Tips for parents supporting their children to become independent learners

- encourage a regular schedule similar to when your child in school - as much as possible.
- ensure that your child sets sufficient goals in each subject and completes them daily.
- follow the blue instructions and teaching boxes in the PACEs; teaching different methods can lead to confusion - children need consistency, and it will promote individual responsibility for learning if we show them how to carefully follow the PACE instructions and method.
- verbalize the instructions – It might help your child if he reads them aloud to you.
- ensure that he works the grey examples (not just copies over them); it might help him to work through 1 or 2 examples with your support to help him understand the concept being taught, (but not all of the problems on a page!)

If the student needs help with the work or with corrections, **guide** him to the answers by having him reread the Teaching Box to you and explain it in his own words and also the blue instructions so that you can make sure that he is following the correct method carefully and accurately. Learning the material in the way the PACE presents it will help the student master it and have a solid foundation to move forward confidently.

Once the student has scored his PACE in red pen at the Score Station, done any corrections including spelling and punctuation, and rescored it, the parent should spotcheck it (check work by rescored it in green) and have the student correct any mistakes that he missed. This will help the student master the skills and information that he needs to make progress.

Following government advice which states that being in school is vital for children's education and for their wellbeing, and that the benefits of a full educational experience far outweigh the very low risk from coronavirus, the school is remaining open for students who will particularly benefit from being back in school as soon as possible including those who have difficulty engaging with their work and achieving meaningful and ambitious goals at home. Please do contact us if this is the case.