

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.

The remote curriculum: what is taught to pupils at home

A pupil'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 child expect from immediate remote education in the first day or two of pupils being sent home?

Pupils will be taught in line with their normal school curriculum and timetable. This will be done through Microsoft Teams. Pupils should follow their normal timetable through the day, including their morning ASPIRE session. Lessons will either be taught live, pre-recorded or work will be set to cover the time period of that lesson for that day.

Following the first few days of remote education, will my child 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.

Pupils will be taught the same curriculum with the full range of subjects. They will need to follow their timetable as they would if they were in the school building. This means they can expect the same lessons as they would normally. These will all take place via Microsoft teams. Some of these lessons may be live, some may be a pre-recorded video lesson to watch and some may be made up of work set by their teacher to complete in that time. Some elements of certain subjects may be more difficult to facilitate such as the practical sessions of subjects like drama, technology and art. However, the curriculum will be adapted in order to make the best possible provision available to the pupils.

Remote teaching and study time each day

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

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 3 and 4	Pupils will follow their normal five hour timetable. However, it is not expected that they will be online for all of this time. There will be opportunities for independent work and research to be completed.
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Accessing remote education

How will my child access any online remote education you are providing?

Microsoft teams is being used as the main delivery platform for remote education. Pupils will also find programmes such as Hegarty Maths, Oak National, Seneca Learning and Kahoot also being used.

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

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

Where possible we will provide all pupils who do not have their own device for remote learning with a suitable laptop. This will enable them to access their remote learning. In addition to this any pupils who are struggling with internet access should contact school in order to allow an application to be made to the DfE for support with this.

For the very small minority of pupils who are not accessing remote learning through a device printed work will be provided weekly in line with their timetable. This will be delivered to their home and collected the following week when a new pack is delivered.

All students will be supported in their remote learning with a pack of work being delivered to them. This will contain supplementary materials to support with their remote learning.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons) – most lessons will be in this format.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets) – all students will receive printed packs to supplement their online work.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Engagement and feedback

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

We appreciate that this is a challenging time for all families and that many households will be juggling multiple children working from home. We are expecting students to follow their normal timetable as much as possible and we would therefore ask for your support in encouraging your children to get up for school as they normally would and to have had their breakfast etc. by the time they first log on at 8.50am. We would also ask for your support in ensuring that students attend their live lessons. Where possible contact will be made with home to alert you if your children misses a lesson. This will allow us to keep students up to date with their curriculum. We would also ask for your support in ensuring that students have submitted their work to the relevant teachers on time. Students will receive feedback from their teachers throughout this period.

We do fully appreciate the challenges for all at this time and will support pupils and families in whatever way we can. If your children are struggling with their remote learning please do get in touch with school.

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

Registers will be taken in the morning for ASPIRE sessions and any live lessons will also have a register taken. Parents/carers will be notified if there are concerns about attendance. Pupils will also be expected to submit work to their teachers and parents/carers will be notified if this work is not being submitted by requested deadlines. Communication may be in the form of a telephone call, MyEd message or an email.

How will you assess my child's work and progress?

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

Feedback will include but is not limited to:

- Marked quizzes through Microsoft Forms
- Whole class feedback shared with a class following a completed quiz
- Assessment for learning strategies within live lessons using applications such as whiteboard Fi and Microsoft whiteboard
- Work set on Hegarty by the maths department will be monitored
- Submitted work will be marked with feedback given
- Where possible assessments will still take place online using extended forms quizzes

Additional support for pupils with particular needs

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

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 in the following ways:

All teachers will be delivering remote learning to their normal timetabled classes. As they would in school this learning will be differentiated to ensure that it is appropriate to the needs of the pupils. Additional support will be offered where necessary with specific teams calls to support individual students or groups of students. Where possible teaching assistants who would normally work with specific pupils or classes will also take part in the lesson to offer additional support and will contact pupils to offer follow on support.

Remote education for self-isolating pupils

Where individual pupils 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 pupils both at home and in school.

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

Pupils who are self-isolating will receive work set via Microsoft Teams. Their normal class teachers will set work through teams that they will be able to access from home, submit through teams and receive feedback. Where necessary printed resources will also be provided to support the pupil with their learning.