

Remote Education Provision Information for Parents

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Remote Education Provision Information for Parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education if 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 student'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. However, we would hope that this will not be drastically different to the longer term approach due to the time and effort which has already been put in place to ensure that we have a suitable vehicle for appropriate remote education to be provided.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

All staff, for all lessons, will ensure that there is work available to students. Ideally, resources will be made available before the lesson but it is more likely that these will be made available during the lesson time, so as to support with the 'normality' of timing during the school day following timetabled structure of lessons. Access to resources will be made available via e-Mail or Microsoft Teams. There will be clear explanations accompanying any resources provided. We also expect our teaching staff to ensure that there are some appropriate supporting materials, this could be provided by them, live, using Microsoft teams, in a prerecorded video, via e-mail or via the 'conversation' functionality offered within Teams.

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 will review the curriculum and make judgements about the content and how appropriate it may or may not be to deliver this virtually.
- If curriculum content is deemed inappropriate (i.e. too challenging to be delivered virtually), the relevant teaching staff will make alterations so as to ensure more appropriate content, planned to be delivered at another time, is delivered instead. This means that the same overall curriculum content is covered but this is likely to be at different times than those planned for 'normal' face to face teaching.
- In the majority of cases, and where possible, we aim to teach the same curriculum remotely as we do in school with adjustments made so as to allow for the most effective teaching and learning experience possible in a remote setting

Remote teaching and study time each day

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

Registration begins at 8.45 am each day. The current government recommendation for online learning for Y7-Y11 is five hours per day. Therefore, we have decided to reduce the time spent on homework activities. Our expectations for each Key Stage are:

- **Key Stage 3 (Years 7,8 and 9):** if homework is set, it will be scheduled to the homework timetable. However, we understand that remote teaching places a lot of demands on younger students. As such, homework will not be set as regularly as usual and teachers will aim for homework to be no longer than 10 minutes. Examples of homework set might be to finish assignments set during the lesson, prepare for a future lesson, or it could be in the format of a short quiz/task to consolidate their learning.
- **Key Stage 4 (Years 10 and 11):** for these students we feel it is still important they continue in the routine of completing independent work. Therefore, homework will be set by class teachers following the usual homework timetable up to a guidance of 20 minutes for each subject. This could take the format mentioned above or a separate assignment to complete.
- **Key Stage 5 (Year 12 and 13):** as students have study periods available throughout the day, independent work will be set as usual for these students. Teachers may decide to reduce the workload slightly to reflect the current circumstances.
- Teachers may set extension activities where students can choose to complete them if they wish. There will be no expectation that these are completed and they will not inform any judgement of student engagement. These are purely to give students an opportunity to extend their learning.

Accessing Remote Education

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

Students will access their online learning via the following products:

- Microsoft Teams.
- School e-Mail accounts.
- Moodle

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:

- Should students have no access to an Internet connection, they should make contact with their Head of Year. The Head of Year will then be able to work with the ICT support team to assess what provision and support may be offered.
- Should students require help and support accessing any printed materials, they should make contact with their Head of Year. The necessary arrangements will then be made to enable full access to the required printed materials.
- Students will be able to submit work in the following ways, and as directed by their teachers: Submitting assignments in Microsoft Teams, e-mailing work directly to the classroom teacher or printing and posting the work to school so it may be forwarded to the relevant member of staff.

How will my child be taught remotely?

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

- Live teaching (on-line lessons).

- Recorded teaching (eg. Oak National Academy lessons, video/audio recordings made by teachers, video resources available from appropriate online resource banks).
- Textbooks and reading books pupils have at home.
- Electronic versions of Textbooks.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Long-term project work and/or internet research activities.

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?

- Students should follow their normal day to day timetable – this means being in attendance to each lesson during the timetabled slot. For live lessons they will preferably have their cameras on so that engagement can be seen, for lessons where live video conference material is not being provided they should be available and engaging in whatever vehicle is being used, such as the conversation facility within Microsoft Teams.
- Students should be engaged for the entire time allocated for each lesson each day. They should be able to ask and answer questions when appropriate, and should when it is possible be able to get timely responses to any questions asked as well.
- Ideally, parents/carers will be available to help and support students, this may just be with regards to their engagement within lessons. Students should work in a suitable work space where they have access to parents/carers if appropriate. They should wear clothing that conforms to the school nonuniform dress code policy. They should engage in lessons within a space that is communal and open. If this space is not available, in a room with the door open so that working and engagement can be observed by others within the home.

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

- Staff will take a register each lesson – this may be verbal, responding to a comment in the conversation, or they could be asked to reply to a form/survey.
- Students may be asked to have their cameras on for live lessons so that staff are able to assess how well they are engaging and to ensure that they are focussed.
- Assignments will be set which students will need to complete and upload. Some staff may do this for each lesson to ensure that set work is completed and they will just use this as a tool to see that students have uploaded work without actually marking this formally. Others may only do this for work which is to actually be assessed and provide feedback to students. Assessed work should still fall in line with the department assessment policy.
- If concerns are raised within a department about a particular student's engagement, contact home will be made. Should the lack of engagement be identified across a number of subject areas then this course of action will be escalated to the Head of Year to make contact home. If the lack of engagement persists, the student in question may be deemed as vulnerable and asked to attend the support hub in school.

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:

- Assignments set in Teams – feedback provided via Teams Assignments.
- Tasks set to be emailed to staff, feedback provided in the same manner.
- Automatically, as well as manually, marked Microsoft Forms.
- Engagement within lesson, targets questions and requests for feedback will also be used as methods to assess progress.
- Other online platforms, such as EduCake/Kahoot where quizzes can be set will also be used to gauge progress.

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 those 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:

- Student welfare calls will be made by HOY/Learning Support Assistants/ Mentor/.
- Our pastoral support team will communicate with parents to identify which methods and avenues of support are most effective.
- Co-ordination of support to be discussed, arranged and put in place by SENCO and team of staff allocated to provide this 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?

In this instance a blended learning approach will be taken. The teaching staff will ensure that Microsoft Teams is used to provide access to the relevant resources, and this may also be accompanied by the use of eMail and Moodle. Lessons may also be streamed live so that any absentees can benefit from being able to listen to, and engage with, any classroom discussions which they may otherwise not be able to access and benefit from.