

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?

During the first 24 hours of being sent home, students should access their subject TEAMS account and will be able to access uploaded lessons or look at work set in the Conversation section.

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 wherever possible and appropriate. However, we have needed to make some adaptations in some practical subjects where specialist equipment and/or materials are needed such as art, design technology and food. These subjects will make amendments to their curriculum but will try to ensure they match as closely as possible that which is usually taught.

The timetable for remote learning will remain the same as the in-school timetable.

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

Between 5 and 5.5 hours per day.

Accessing remote education

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

Students will access their live lessons and / or uploaded work in Microsoft TEAMS within their subject TEAMS. Teachers and subject leads will communicate which method is being used for their subject via the 'posts' section in the subject TEAMS and/or through calendar invites.

Live lessons:

Invites to lessons are sent out by teachers, and students can access the link to join on their calendar within TEAMS.

Uploaded work.

Uploaded work will be found in the 'files' and / or 'assignments' section within the subject TEAM.

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:

Parents / Carers are asked to contact their child's Pastoral Year Leader by email who will then make arrangements for the collection of a laptop and/or internet provision from school.

How will my child be taught remotely?

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

- live teaching (online lessons).
- recorded teaching made by teachers
- Oak National Academy lessons.
- Websites such as Seneca learning and subject specific platforms
- 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 turn up to all live lessons on time, equipped and ready to learn. They must behave as they would do in school and they must complete their work to the best of their ability.

Students must complete any work uploaded by the teacher to the best of their ability.

As parents and carers we expect that you will support your child in being on time and prepared for every single lesson. We also expect that you communicate to school if there are any problems or concerns via the usual channels.

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

Registers are taken for all live lessons. Parents will be notified where attendance falls below a threshold over a week OR where it is clear that students are not attending or engaging within a specific subject.

Safeguarding

How will you keep my child safe during remote education?

Your child will use the school's agreed platform of Microsoft TEAMS to access their work and live lessons. All TEAMS channels have more than one teacher as a member, and at least one of these members is a member of the Leadership Team.

Any communication between student and staff will be through Microsoft TEAMS or school email addresses. Emails between personal addresses is not allowed and must be reported to the Safeguarding Lead.

If teachers are teaching children from their own homes or any other shared space (for example, if school access is restricted and teachers and children cannot attend in person) they should aim to find a quiet space to communicate with children. If it is a live lesson, they should use a neutral or plain background.

If students are accessing live lessons from their own homes. They must be dressed appropriately and should aim to be in a quiet space, and where possible, with an adult in the same room.

When delivering live lessons or recorded lessons, the school will:

- ensure appropriate privacy settings are in place.
- ensure staff understand and know how to set up and apply controls relating to pupil and student interactions, including microphones and cameras.
- set up lessons with invites to only the students who should be attending the lesson.
- ensure all staff, children, students, parents and carers have a clear understanding of expectations around behaviour and participation.

Teachers and support staff must report any safeguarding concerns during or following live lessons to the school's DSL.

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:

During live lessons, most feedback will be given to students at the time and students will be able to assess their work in green pen. Teachers regularly check for understanding within live lessons so students are getting the opportunity to improve their work and understanding immediately.

In some cases, students will get feedback from automatically marked quizzes.

In other cases, students may be asked to submit their work electronically to their teacher via TEAMS or school email. Teachers will acknowledge the students work within one week.

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 pupils accessing additional learning support within their usual school day will have access to support whilst learning remotely. The learning support team are assigned to individual pupils and will maintain contact with the pupil and their families throughout any periods of home learning.

This support aims to:

Provide clear communication between pupils/parents/carers and teaching staff

Encourage pupil engagement in online activities

Monitor pupil understanding and confidence in learning

This support will be provided by regular communication with parents/carers via telephone calls or emails as well as the use of TEAMS channels to support pupils directly.

All additional needs support is reviewed and monitored by the SENDCo.

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?

Students can access their uploaded lessons for each day on their subjects TEAM. These match exactly what students in school are learning.

