

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?

Staff often use Microsoft Teams for learning within school – partly to support with the transition to remote education. On the first day, you and your family should expect contact from key staff to ensure you have the facilities for remote education, and an estimated 2 hours of remote learning available.

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 (breadth and depth) remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, practical subjects (e.g. Science, Food Tech, Horticulture) are reliant on facilities and protective equipment that families may not have in the home. As a result, the curriculum of practical subjects may be modified – focusing on the more theoretical aspects of the subject.

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:

All students will be offered five hours of learning each day. This includes four hour-long 'curriculum subjects' (e.g. English, Maths) and one hour of 'facilitated social interaction learning' over lunchtime.

Accessing remote education

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

The majority of teaching and learning takes place on Microsoft Teams. This is either via the Assignment section, Class Notebook, or a live 'Meet' lesson.

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:

- All students or families who require a laptop to access remote learning will be provided with one.
- We offer support with internet connectivity - whether by purchasing 4G hubs or subsidising data on contracts.
- We offer training for students and families on the remote learning systems we use.
- Any student who struggles to access remote learning on a device is offered physical resources sent via the post. This includes worksheets, work packs, and revision guides.
- Students who complete work on worksheets are encouraged to share a photo of their work with their teacher over e-mail. The teacher will then provide feedback.

How will my child be taught remotely?

- The timetable covers two-weeks– alternating between Week A and Week B. There is a lot of overlap between the weeks, but some key differences. This allows us to maintain the same breadth of curriculum.
- The timetable is modified to include four hour-long ‘curriculum subject’ lessons every day and an hour of a ‘facilitated social interaction’ lesson. Monday-Thursdays will be based on a typical structured timetable of lessons, with Fridays being used for targeted interventions, additional EHCP work, personal development learning, and catch-up. Students will be given a personalised set of learning activities by their key worker. This will be available for students for the whole day but – for on-site students - accessed remotely in the afternoons as the school site will be closed (to allow for deep cleaning and staff lateral flow testing).
- There is a rotation between live lessons and uploaded lessons. Uploaded lessons will continue to be made available on Teams and students should attempt to complete the work during the allotted time if possible. Live lessons will be via Teams’ video chat. Live sessions will be recorded and made available on Teams for those who weren’t able to attend at the allotted time. Some additional learning platforms – e.g. myMaths and Accelerated Reader – will also be utilised. The extent to which this the case depends on the learning preferences of the student.
- The live lessons will be different for different teachers/groups/subjects/topics. It may involve a typical lesson where a teacher delivers a presentation and the students then complete their work. Alternatively, teachers may use the lives session to provide individual students feedback on their work, or provide additional support/stretch based on the uploaded work.
- Students on-site will have access to the same learning and have the same timetable as those off-site.

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 are expected to complete work to the deadline set by teachers and seek help if they need it, from teachers or key staff.
- Students/families should alert teachers if they're not able to complete work – either due to the work itself or technological devices available – and we will seek to resolve any issues as quickly as possible.
- Students/families will be asked for regular feedback on the remote learning provision as a whole so that this can be modified for maximum impact.
- Depending on the learning profile of the student, parents/carers may need to support students in accessing learning – whether upload or live lessons. Work is differentiated to match students' levels, however, some students may struggle to work independently and therefore may need prompting from parents/carers.
- We offer mentoring, home visits, and regular check-ins – especially for students whose engagement in remote learning is limited.

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

- Work will be regularly marked and teachers will provide feedback to students
- Staff keep a register of student work that is shared with key staff. Where a student is not completing a satisfactory level of work – key staff will contact and work with the family to reduce any barriers and maximise engagement.

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:

- Work will often be marked during the live lesson when using Class Notebook. Where applicable, staff will be able to provide live direct feedback – either individually or whole class
- Work completed after the lesson will be marked and this will feed into future lessons. This includes live 'drop-in' feedback lessons where students will be allotted a slot for direct feedback from the teacher.
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- Quizzes on Microsoft Forms, myMaths, and Accelerated Reader all have an automatic marking system that provides immediate feedback to students.

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?

Where a student needs to self-isolate they are still heavily involved in on-site learning – via Teams. Staff are informed that a particular student is self-isolating and by the next school day, should have learning resources for lessons available on Teams. This includes PowerPoints, recorded presentations, worksheets, and study guides. Students are also encouraged to join lessons via video chat – especially where modelling and teacher input is a pre-requisite to access the learning.

Key staff will regularly contact the student and family. They will monitor the work provided and set expectations for the students, to ensure self-isolating has a minimal impact on their learning.