

## **Remote education provision: information for parents**

While the original starting point for remote provision related to isolation due to Covid-19, we take the view this can be applied to any absence where students are absent but are well enough to do some work.

The first part of this information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions or a school level outbreak require entire cohorts (classes or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating or absent for any other reason, please see the final page of this document.

## **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?**

While we will always aim to have clear guidance of what students should do in advance of isolation, due to teaching commitments it may be that an individual teacher cannot respond immediately with work. In this case the first action is to make sure that students are up to date with all homework for that subject, and then move to other subjects as appropriate. Remember students can also always use Seneca (<https://senecalearning.com/>) and BBC Bitesize (<https://www.bbc.co.uk/bitesize>) to complete independent work for the majority of their subjects either to consolidate past learning or to explore future topics. Students should never feel that there is “nothing” to do.

Typically at the start of each week each Teachers will post a “work to do if absent” message for each of their classes that gives suitable guidance. In some situations this will not be issued weekly but more on a lesson by lesson basis depending on how the particular teacher and subject is arranged. This work for the week is the main starting point for all students and subjects. In the event that a whole cohort is isolating this work for the week will usually be updated with further guidance and perhaps live lessons once the teacher has had time to adjust their plans.

## **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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we will need to make some adaptations in some subjects. For example, practical sessions such as PE, Dance or Drama cannot be completed in the same way. Similarly Lessons that require specific software or workshop or lab resources in school will not be possible. In these cases we will aim to cover the same learning aims but may achieve this through videos or demonstrations rather than practical activity. In other cases we may re-order the curriculum to allow the specialist resources to be used once the students return to school.

## **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:

Years 7-10	3-5 hours of activity
Years 11-13	4-6 hours of activity

## **Accessing remote education**

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

Students should log into Microsoft Teams to access their remote work. This is accessible from any internet connected device, either via the Teams App, which is free to download to suitable devices, or via an internet browser via <https://portal.office.com>

Students use their school e-mail address and school network password to log into this service.

On Teams the students can access resources and see updates from their Teachers, access live online lessons and communicate with their Teachers using the Chat function.

## **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:

We may be able to lend laptops in the case of families that do not have a suitable device and are unable to source one. Where we are made aware of this being a barrier to remote learning we will usually actively make contact and offer assistance. If this is a need and we have not made contact already Parents/Carers should contact their child's College Leader for more details.

We can also lend devices that enable an internet connection (for example, routers or dongles), again the College Leader is the first point of contact for this.

We would always intend to resolve the access issue rather than making alternative arrangements, however if there is a short term access issue then arrangements can be made via the College or Progress Leader for paper based resources to be provided.

In the case of working on paper students can submit work to their teachers on return to school if they do not have online access.

## **How will my child be taught remotely?**

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

No single approach is suitable for every lesson and every topic, so we will use a range of remote teaching approaches:

- Live teaching (online lessons) in line with the normal school timetable – this may be the teacher online for the full lesson or perhaps just for the start to deliver the key content. If not live online for the full lesson the teacher will usually be available live via Teams chat in case of questions.
- Recorded teaching (e.g. video/audio recordings made by our teachers, or Oak National Academy lessons, or other video resources)
- Online written resources produced by teachers (e.g. workbooks, worksheets)
- Websites supporting the teaching of specific subjects or areas, including video clips or sequences – e.g. Seneca, Mymaths, Kahoot.

## **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?**

If at home but able to work we would typically expect students to follow the structure of their normal school timetable, completing blocks of work for each subject in their scheduled lessons. Where domestic arrangements mean that accessing a particular live lesson on time is an issue, we would still expect the students to complete that subject's work on the day they would normally have had the lesson.

Parents & Carers can support their child in this by establishing routines at home that emulate the school day. Maintaining the habit of getting up at the normal time for going to school, settling down to work at 8:50 am and for each lesson is a great way to keep things feeling as normal and purposeful as possible.

We acknowledge however that a full day in front of a screen can be challenging, so the occasional screen break, stretch of legs and distraction is also important. Make use of the lunch and morning breaks wherever possible to get a breath of fresh air.

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

Teachers will explain how work completed is to be submitted. This may be electronically via Teams (either through "assignments" or "chat"), or via some other method. If in doubt it does no harm at all to send a picture of work completed to their teacher via Chat. Staff are encouraged to log positive behaviour points for work completed and these are notified to Parents/Carers via e-mail and visible via MCAS.

We have a specific behaviour code that will be logged when students are not engaged in independent learning. This is applied when students either do not complete homework or do not complete remote learning. Parent/Carers will be notified of this via e-mail from the school system at the end of each school day, and details are visible via MCAS.

If there is a pattern of incomplete work then the individual subject teacher, form tutor or Progress Leader may get in contact with parents/carers to flag concerns as needed.

### **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 on independent learning tasks will be completed in line with the wider school assessment, marking and feedback policies. The exact nature of feedback given will depend on the nature of the task involved and where that class/student is in the normal marking cycle.

In general we will aim to hold over formal assessments to be completed in school wherever possible.

Specific comments may be made via Teams assignment “returns”, in electronic work itself, direct via Teams Chat, or via whole class feedback approaches.

## **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:

For students with SEND it is important that parents/carers (and where appropriate the students themselves) are in contact with our Learning Support department.

With the accessibility functions of many software packages it is possible to set up computers mitigate some issues. For more significant needs we can address these on a student by student basis.

## **Remote education for individual self-isolating or otherwise absent pupils**

Where individual pupils need to self-isolate or are otherwise absent but the majority of their peer group remains in school, how remote education is provided will 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?**

We will not routinely offer live remote lessons that cater simultaneously for students in school and accessing remotely. In some specific circumstances these can be effective but often they involve an unacceptable compromise for one group of students.

As stated on the first page, each week teachers will post a “work to do if absent” message for each of their classes that gives suitable guidance for any student that is absent from school but able to complete work.