



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 if local restrictions require entire cohorts (or bubbles) to remain at home and when individual pupils are self-isolating due to close-contact with a positive case of COVID-19.

This information should be read alongside our 'Guide to Remote Learning'.

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?

Teachers will set remote learning activities via Class Charts www.classcharts.com

Guidance on how to access this work can be found in the guide, 'Guide to Remote Learning'

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 subjects. For example, for core PE lessons, students have been set fitness activities that complement the sports being taught as it is not possible to replicate the drills or team elements at home. Equally, in Personal Development lessons, there are some aspects of the curriculum that are not appropriate to be studied without the support of a teacher to contextualise the learning e.g. coercive relationships

For the duration of the self-isolation period, work will continue to be 'announced' via Class Charts www.classcharts.com. In addition to this, a resource pack will be sent to all pupils to supplement learning. The full lesson details and resources will be set via Microsoft Teams which students can log in to via www.office.com using their normal school username and password.

If during self-isolation a student requires additional or alternative resources, students, parents or carers should contact a child's class teacher by email; email addresses can be found on the school website.

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	A minimum of 5 hours per day This is delivered in the form of: <ul style="list-style-type: none">▪ 2 x 2 ¼ lessons▪ 1 x 30 minute tutor session
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Accessing remote education

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

Our priority is to ensure that every student has access to good quality learning materials that can be completed at home; this will be a combination of digital and paper.

All learning materials can be accessed via Microsoft Teams.

Alongside this, all lessons will have an outline of the lesson on Class Charts so that parents and carers can track the work that is set and support pupils with accessing it.

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:

1. Carry out an audit every half term to establish the resources every student has to be able to carry out remote learning should they need to
2. Prioritise the lending of government sponsored laptops to students in greatest need
3. Prioritise the lending of data dongles to students in greatest need
4. Send printed materials to all students who require them to be able to access learning at home
5. Allow students to return their completed printed materials via post or in person on their return to school

How will my child be taught remotely?

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

Teachers will set remote learning activities to have a familiar structure to the style that students are used to in school:

1. A live welcome and registration by the teacher
2. Knowledge retrieval activity
3. Clear explanation of new content/ consolidation of previously learnt content
4. Structured approach to applying new knowledge
5. Progress check

The learning activities may include:

- live teaching via Microsoft Teams
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books students have at home
- commercially available websites supporting the teaching of specific subjects or areas,

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 expect all students to engage with the required amount of learning each day. We appreciate that this may not occur at the same time as a normal school day would be.

When operating in a lockdown, the school day has been structured to have three live inputs in the day:

1. 9.00am (subject one)
2. 11.45am (tutor session)
3. 12.15pm (subject two)

The school day is structured to take place between 9am and 3pm. We recognise that for some households they may need more flexibility and so we expect all work to be submitted by 9pm each day.

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

The live start to the lesson allows teachers to register pupils. If a child does not attend this lesson, then the teacher will email them directly.

We will monitor attendance and raise concerns with parents and carers if there are repeated instances of non-attendance.

We will also track submission of work. After the deadline for submission, teachers will record whether work has been submitted or not submitted on Class Charts. This will alert pupils, parents and carers to work that has been submitted and not submitted. Where work is submitted, teachers will review this and award merits to pupils in line with our rewards policy to praise good engagement and to motivate pupils. Teachers will also follow up on non-submitted work by using text messages, emails and phone calls to parents and carers.

Where there are concerns of a pupil repeatedly not submitting work, we may decide to ask the pupil to attend school-based provision.

In addition to this, lessons will regularly include self-marking quizzes that provide pupils with instant feedback. Teachers will be checking the completion of these to aid their future planning to ensure that any gaps in pupil knowledge are addressed.

When a pupil is self-isolating, they will receive a minimum of two calls from staff at the school. The first will take place within 48 hours of the pupil self-isolating and will check to ensure that the pupil is able to access their learning remotely.

If a pupil is finding any aspect of remote learning a challenge, then parents can contact the pupil's form tutor or class teacher for help. Staff email addresses can be found on our website.

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

Teachers will use formative and summative methods of assessment to assess the progress that pupils are making. For instance, they may use an online self-marking quiz to identify misconceptions as an example of formative feedback. They may use a 'progress check' question or extended piece of writing to provide summative feedback.

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.

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?

High quality teaching and learning is the foundation on which our support for pupils with SEND is built upon. Teachers will scaffold their lessons and make use of appropriate resources to ensure they are meeting the needs of all learners in their classes. All pupils with SEND have a pupil passport which outlines the barriers to learning and appropriate strategies for teachers to use in their teaching.

Where pupils with SEND are unable to access remote learning, due to lack of IT equipment, priority consideration will be given to the loan of a laptop. Overlays can also be available upon request.

The engagement of pupils with SEND in online learning will be monitored by the class teachers. Where a pupil is identified as having difficulties, regular telephone calls will be made to parents to support where necessary to help them to overcome any specific barriers to learning. If teachers have a concern relating their child's engagement because of an SEND need, they will contact the SEND department for further guidance.

Weekly well-being telephone calls will be made each week to monitor and support the emotional health of pupils with and EHCP. All pupils with an EHCP will be offered a place in the school's Hub provision and will continue to receive in-class support from a member of the support staff.