



## 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

**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. Students will be set work everyday that matches the timetable. Students in years 7 to 11 will receive three “double” lessons of work per day. Students in years 12 and 13 will receive 3 “double” lessons of work on the day that reflects their option blocks.

### 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 7,8,9 and 10	Students should spend 1h 45 mins per day on each subject. They should not need to spend longer than 2 hours per subject on their work.
Year 11	Students should spend 1h 45 mins - 2 hours per day on each subject.
Year 12 and 13	Students should be spending 5 hours per day on their option subject. There may be additional work to complete over the course of the week.

## Accessing remote education

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

Our primary delivery method for online remote education is Microsoft Teams. Students have access to [www.office.com](http://www.office.com) via their school email address and password. All work will be set via the assignment function on TEAMS.

Some subject areas will also make use of other subject specific websites, or the quiz option via Satchel:Show My Homework.

### 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:

- If your son/daughter does not have access to a suitable device/laptop to access the set work please contact their Year Leader in the first instance.
- If you are experiencing difficulty with providing an internet connection please contact your son/daughter's Year Leader in the first instance.
- If students are experiencing difficulties accessing the set work please contact the relevant Year Leader.

### How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely, the majority of these involve asynchronous lessons to enable students to access and complete the work depending on household circumstances.

- Powerpoints containing in embedded video/audio recordings made by teachers
- Recorded teaching (e.g. Oak National Academy lessons)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences - (e.g. Activelearn, Educake, HegartyMaths)
- textbooks and reading books pupils have at home.

## 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?

- It is our expectation that students should be logging on to TEAMS every day on a suitable device (not just a phone) to engage with the work that has been set.
- Students should aim to complete the work on the day it is set, and should submit work in the way that has been detailed in the assignment.
- It is beneficial if you can support your child by helping them to settle into a good routine of checking and completing work.
- If your child has difficulty accessing or completing work, please encourage them to engage in conversation with their teacher via email.
- Students should be encouraged to attend the following meetings:
  - Form tutors are holding weekly "Wellbeing" sessions via scheduled meetings in TEAMS to enable students to meet together as a form group.
  - Sixth form class teachers are holding weekly scheduled Subject "surgery" sessions via TEAMS to provide subject specific support.

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

- Class teachers check whether work is being accessed and completed, and record this on Go4Schools as a behaviour log. Students are contacted by staff via TEAMS or email about the task.
- If there is continued poor engagement, the class teacher contacts the parent and logs behaviour on Go4Schools.
- If this behaviour still continues, the class teacher informs the form tutor who will contact the parents and Year Leader to discuss the next steps.

### 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. Another form will be audio clips and other forms of annotation to student work.

## **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 recognize 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:

- Students with additional needs, including EHCPs have been allocated Learning Support assistance to enable them to engage in the work. This may either involve support via TEAMS, via email, via phonecall; or through in school 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?**

When we are expecting students to be physically in the school building to access their learning and a student has to self-isolate, their work will be set on TEAMS to access. This may be set later in the school day to allow staff to teach in school and set appropriate work for students to follow at home.