Remote education provision: information for parents / carers

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education when national or local restrictions require entire cohorts (or bubbles) to remain at home and learn remotely. For details of what to expect when individual pupils are self-isolating, please see the final section 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 planned approach to online learning, while we take all necessary actions to prepare for a longer period of remote teaching. This could depend on a variety of circumstances. However, we will intend to have our online learning plan in place as quickly as possible.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the initial period of transitioning into remote learning staff will use MS Teams as the platform to provide online learning. There may be a slight delay in 'live' provision as departments respond to a particular situation, but we will aim to have it in place as soon as possible.

We will hold a list of those students that are unable to access online provision and will send out paper-based resources. This will be updated in 'real time' and shared with staff as we receive information from families.

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?

Where possible we will follow the curriculum maps in place and the established sequencing of lessons. There will be occasions however, when elements of the curriculum sequencing may not be possible. For example, elements of practical delivery in Science or Design Technology.

We have also had to make adaptations that are more fundamental in some subjects. For example, delivery of practical elements of the PE curriculum such as invasion games will not be possible and alternative provision will be made.

Remote learning will be led by individual class teachers wherever possible. The learning will be a mixture of live sessions led by the teachers, recorded lessons, signposting to educational resources such as those provided by Oak Academy and the BBC, and tasks / assignments set.

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 broadly work in line with a typical school day, meaning that students access approximately 5 hours of learning a day.

Accessing remote education

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

- Our work will be set and learning resources shared on Microsoft Teams, which will also be the platform for accessing live learning and issuing feedback. We will work with families where this poses a challenge for children, and will provide paper-based resources where these are requested.

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 these pupils to access remote education:

- We will keep an up to date list of those who cannot access online learning that is widely available to teaching staff, and provide paper based work or explore other support strategies.
- We have a clear system for monitoring student engagement with work and will be proactive in contacting families where here are concerns, both to discuss support and raise awareness.
- We will issue laptops acquired through the DfE scheme and seek to provide guidance and monitor further opportunities to access resources. For example, we have made families aware how they can access MS Teams through games consoles.
- We will access resources such as SIM cards through schemes publicised and distribute these to families so that internet access is supported.
- Students who are completing paper-based work are provided with a stamped addressed envelope to return work, and advised they can photograph / email work to teachers where this is an option.
- We will provide general resources such as stationary for those eligible and additional resources such as workbooks and revision guides where appropriate.
- There is a whole school approach for regular telephone calls and emails home including to discuss challenges with access to work / learning and completion of tasks set.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely. These are all accessed via MS Teams so they are in one location for those completing online learning to access:

- Live teaching through MS Teams.
- Pre-recorded video lessons through 'Loom'.
- Tasks and activities set through written instructions to complete on paper / in books, or using ICT, eg through Word document instructions and PowerPoints shared.
- Activities completed in workbooks / from worksheets, which are placed on MS Teams or posted home on paper where required.
- Seneca learning.
- Kerboodle.
- Oak Academy resources including recorded lessons and associated activities.
- Departmental specific online platforms such as MyMaths and Memrize (Modern Foreign Languages).
- Commercially available websites supporting the teaching of specific subjects or areas, such as YouTube video clips.

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?

Where possible, we expect students to engage with all remote learning provision, whether it is online, or paper based. In line with guidance, we expect students to participate in broadly five hours a day of remote learning and independent work.

To support your child's remote learning and engagement at home, parents and carers can:

- Try to organise a consistent daily routine that includes physical exercise and broadly follows the school day where possible.
- If possible, find a suitable quiet space for your child to work in.
- Monitor that your child has submitted work to their teachers.
- Have regular conversations with your child about their schoolwork. This could be to check they have understood instructions and feedback.
- Check your emails and your child's Go4Schools profile to monitor their engagement with work and learning.
- Contact your child's teachers if you have concerns regarding their learning and / or engagement.

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

- Teachers will be monitoring the engagement of your child with their learning on a weekly basis, and concerns will be logged on Go4Schools. Engagement will be viewed in the broadest sense and include work completion / submission and attendance to live learning sessions (where this is possible for individuals).
- Class teachers, Heads of Department, Form Tutors and / or Heads of Year will inform you via email if there are concerns in relation to engagement. The person(s) communicating will depend on the level of engagement. Some families may receive telephone calls.
- Welfare and wellbeing calls made by our staff may also include discussions about engagement with schoolwork and learning.

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 (written or issued through recorded videos / live lessons) 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:

- Students will receive feedback at least once a week from the school. This feedback could take any of the forms outlined above.
- The feedback could be focused on the quality of work submitted, on the level of understanding or on the ways in which students have tackled their work.
- The methods used to issue feedback will include the use of MS Teams to post whole class or individual comments, verbal feedback in live MS Teams sessions and feedback that has been recorded (eg through use of Loom).
- Recording positive points on Go4Schools to recognise effort with work etc.

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:

- We will contact some families on at least a weekly basis to monitor and discuss how they are accessing the work. This will include contact from Teaching Assistants who have previously led on interventions with specific children.
- If there are challenges and it is in the best interests of the child, they will be offered a place to work in school. Additionally, bespoke resources will be sent to some families where needed.
- Teachers will be made aware of the need to scaffold and differentiate tasks and instructions for learners that require this approach.
- The SENCO will communicate key messages to teaching staff, whether they are linked to the generic approaches we need to take or to individual students and their needs.
- Access to intervention programs such as Lexia are continuing remotely to develop literacy and access to the curriculum.
- Teachers are encouraged to invite Teaching Assistants to live sessions so they can support learners with SEN (eg those accessing their learning at school, or those receiving contact from the SEN team).

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the remote education provided will differ from the approach for whole year groups being absent. This is due to the challenges of teaching pupils both in school and at home.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Your child will access resources and tasks via the MS Teams platform in their different subjects. This may include written resources and tasks, and / or signposting to resources such as Oak Academy lessons or BBC Bitesize. If staff are teaching groups that are still in school, it will not be possible to deliver live lessons in this situation. We expect the work set to follow curriculum maps so individuals return to school having covered content that keeps on the same learning journey as their peers.