

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

This information is intended to provide clarity and transparency to our students and their parents/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 student'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?**

Remote learning through Microsoft Teams will be made available as soon as possible.

#### **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?**

As far as it is practical to do so the curriculum will be followed as it would be in school. There may be some instances where the inability to complete practical work e.g. in subjects such as science or technology will result in an adjustment to the order in which topics are taught.

### **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:

5 hours a day. Those hours include both direct teaching and time for pupils to complete tasks or assignments independently.

## Accessing remote education

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

Remote learning will be accessed through the **Microsoft Teams** platform.

### 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:

Parents/Carers are sent messages and asked to contact school where their child is having difficulty with accessing their remote learning due to a lack of resources.

- The DfE has provided school with some laptops which will be distributed to students. Parents/carers are asked to make arrangements to collect devices from the school office by appointment. For those who do not have internet access a dongle can be provided.
- Printed materials are available and arrangements can be made to collect these from school. This work can be returned to teachers by arrangement either when completed or on return to school.

### How will my child be taught remotely?

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

Some examples of our remote teaching approaches:

- live teaching (online lessons)
- 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 pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## 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 students to access the work set on Microsoft Teams for each lesson by following their normal timetable (unless otherwise informed).
- Parents/Carers are asked to support by ensuring their child registers at the start of the school day by logging into the register on Teams. We also ask that parents/carers contact school as quickly as possible via email or telephone if their child is having difficulty either accessing or completing their work.

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

- Teachers check regularly and frequently that work is being completed by viewing on Microsoft Teams. Each week an automatic Teams message is sent to parents/carers which shows the number of assignments completed or still outstanding. Teachers also log concerns on Arbor (the school's management system).
- Where engagement is a concern school will contact home. Contact may be from a subject teacher or a student manager.

### 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:

Where appropriate feedback will be:

- Written
- Verbal
- Automatic (as in scores from online resources such as Mathswatch)

## **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:

- Students with SEND not accessing school will be provided with differentiated work as far as possible.
- Regular contact with those students and/or parents/carers will be maintained by the SENDCO or support staff to ensure any difficulties are addressed as swiftly as possible. For some students this will be daily contact. Annual reviews and other meetings will continue for those students.
- Where essential more bespoke provision will be made which may include for example home visits to deliver work where deemed essential.

## **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?**

Work will be set via Microsoft Teams, or provided in paper format. This will cover, as far as possible, the work being completed by those students in school. School will maintain contact with home to help address any issues that might arise.