

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

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?

Your child's teachers will consider the most appropriate, accessible and pressing work that should be set for your child. Your child may then either be:

- Signposted to set digital work on a learning platform;
- Sent home with hard copy workbooks to complete independently in the first instance.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- 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, a pupil working remotely will need to take photographs of their art work and upload these to the learning platform, and a learner studying science may not be able to conduct experiments, but will be directed to relevant recordings.

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 1 and Key Stage 2	Pupils within these key stages will be receiving support from our Springboard Tuition Service. These will invariably be young people with medical needs, some of these will be significant. All decisions regarding the educational provision for these young people will be made in conjunction with parents/carers and health professions, (as appropriate), with the child's health and wellbeing as the first consideration. These children will typically be dual registered, and so may also have access to work set by their mainstream school.
Key Stage 3 and 4	Approximately 5 hours a day. This will include live lessons and work required to be completed individually. We will retain high educational aspirations for our pupils, whilst acknowledging that many of our young people are 'on a learning journey' with regards to re-engaging with education. Work will be differentiated by content and outcome, to enable all young people to make progress, without putting undue pressure on them or their families, in the midst of an already challenging situation. <i>Please see below re parents of pupils with special educational needs or disabilities (SEND).</i>

Accessing remote education

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

The main digital platform used by the school is **G Suite**. This enables teachers and classroom support staff to connect with pupils through live class lessons and individual breakout rooms. Teachers will use this to set work for groups or individual pupils, receive work uploaded by pupils and provide feedback.

Additional e-learning tools are used to support learning in specific subjects. You will find a link to these [here](#).

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 constantly review each pupil's access to hardware to enable them to complete work at home. Most of our young people will be provided with a **Chromebook**, if they do not have easy access to a device. If your circumstances change, and you feel your child could benefit from being loaned a device, you should contact the Head of Provision or Assistant Head of Provision.
- If you do not have the necessary internet connection to support digital learning, we will either provide you with a router or dongle, or signpost you to services that may be available from your internet provider.
- When families are awaiting devices and/or internet connection, pupils will be provided with hard copy work packs, in the interim. We will liaise with families about the best way for completed work to be delivered or collected.

How will my child be taught remotely?

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

- 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
- long-term project work and/or internet research activities

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?

Significant non-engagement in home learning will inevitably result in pupils developing significant gaps in their knowledge and skills; this will impact on their life chances and often their sense of wellbeing. For this reason, we rely on parents and carers to work with us to encourage regular engagement.

- We expect each pupil to log on to their live lessons, promptly each day, and engage fully to the best of their ability; this will include completing tasks set within the lesson and follow up work.
- Pupils will be appropriately dressed, and behaviour should be as expected within the physical classroom.
- We need parents and carers to be involved in setting routines to support your child's education: ensuring they get up on time and dress appropriately, creating a work space, prompting them to log on etc.

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

- We check attendance (and engagement) in every lesson. School staff will contact you, (via a phone call or text if there is no response), if your child has not logged onto their lesson and work with you to take actions to improve your child's engagement in their remote learning.
- Pupils who consistently do not engage in remote learning will be considered highly vulnerable, and consideration will be given to changing their educational offer to one that moves to onsite provision only.

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:

- All pupils will receive in class feedback from teachers or classroom support – this may either be verbal or written (via a shared document).
- Some of our e-learning platforms are self-marking, providing pupils with immediate feedback regarding their answers and progress.
- Teachers will continue to mark work set and upload feedback and marks to the G Suite platform.
- Feedback will be provided at least as frequently as with non-remote learning.

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 pupils with SEND, teachers are best placed to know how your child's learning needs can be most effectively met to ensure they continue to make progress if they are not in face-to-face education. However, we will make decisions in discussion with parents and carers, (and other professionals, where appropriate). Due regard will be given to considering how remote learning is impacting on the health and emotional wellbeing of your child, when planning their educational provision.
- Our SENCO and Assistant SENCO continue to advise teachers regarding strategies to employ to facilitate the remote learning experience for pupils with additional needs.

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?

The following applies if most pupils are receiving face-to-face education, and there is not a wide-ranging remote learning provision currently in operation.

If your child is self-isolating, but well enough to complete school work:

- They may be able to join other pupils who are self-isolating in live lessons.
- They may be set work to complete via our learning platform or subject specific e-learning tools.
- They may be provided with hard copy work packs for various subjects.
- There may be a combination of the approaches above.
- In all cases, school staff will continue to seek regular updates regarding the health of your child, particularly if they test positive for COVID-19 and begin to feel ill.