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. Students, parents and carers should read this document in conjunction with the school's Code of Conduct for Blended Leaning which outlines our expectations for remote learning.

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 students 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?

> The school's plan to provide students with high quality teaching and learning in the event of self-isolation (class, group or small number of students) or lockdown is based around the use of Microsoft Teams. Lessons will switch from classroom based teaching to online provision immediately should remote education be necessary. Parents or carers of students without access to the Internet or a device capable of using Teams should contact the child's Head of Year who will either request IT equipment to be loaned to the child or, dependent on circumstances, ask the child to come into school to access provision on site.

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 may make some adaptations in some subjects. For example, practical subjects such as PE may adjust their curriculum to take account of not being able to teach team sports. They may also prioritise physical activity rather than theory work to give children more breaks from the amount of screen time they have. We may also suspend some core lessons such as PDP (Personal Development Programme) in favour of uploaded resources and sessions that students can access outside of lesson times – again to provide children with some respite from screens during daylight hours.

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 5 hours each day. This does not include the setting of home learning such as additional preparatory tasks or guided revision.

Accessing remote education

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

> The school's plan to provide students with high quality teaching and learning in the event of self-isolation (class, group or small number of students) or lockdown is based around the use of Microsoft Teams.

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 or carers of students without access to the Internet or a device capable of using Teams should contact the child's Head of Year who will either request IT equipment to be loaned to the child or, dependent on circumstances, ask the child to come into school to access provision on site.
>
> Should students require paper materials to undertake learning at home these will be collected in on site. Parents, careers and students will then be contacted with collection time slots and information about when collated materials can be picked up in a safe and socially distant way.

How will my child be taught remotely?

We use a combination of approaches to teach pupils remotely. These include, but are not limited to:

> - Live teaching (online lessons)
> - Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
> - Textbooks and reading books pupils have at home
> - Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
> - Independent guided work
> - Independent work

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?

> Students should attend lessons as normal – i.e., follow their regular school timetable remotely.
>
> Please see the school's [Code of Conduct for Blended Leaning](#) to understand the role of parents and carers when students are learning remotely and the support that you should provide at home.

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

As a minimum, teachers will speak with students at the start and end of every lesson, and also take registers of attendance. This, as well as submitted work, will allow us to identify any students who are not as engaged with their studies as they should be. If concerns emerge, parents/carers will be contacted by their child's teacher, or possibly Heads of Department/Faculty or Heads of Year if more significant concerns arise.

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 student work will follow the school's Assessment & Feedback Policy wherever possible.

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:

- Many students with EHCPs are coming into school and receiving support from their teachers and teaching assistants
- For the students who can work from home, teaching assistants are joining them in Teams lessons to replicate the level of support that the students would have received had they been learning in school
- Students who receive literacy lessons continue to receive their lessons remotely, through Teams
- SEND students continue to receive mentoring support from the SENCO and teaching assistants
- Access arrangements testing is continuing

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 approach will not differ; students should access their lessons remotely and staff will instruct their classes who are physically present at the same time as those who are remote. Please consult the school's Code of Conduct for Blended Leaning for further information.