

Remote education provision: information for parents

This information is intended to provide clarity and transparency to students and parents/carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual students are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to students 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 students being sent home?

Teachers will ensure that high quality work for students to complete is available on Show My Homework for the first day of students' absence, with work for lesson 1 on Show My Homework by 8:20am. The rest of the work will be added as the day progresses (if it has not already been uploaded), ensuring that the work is available before the allocated lesson time of students on our school timetable.

From the second day of remote learning, teachers will move to delivering the curriculum through 'live-lessons' on Microsoft TEAMS. Lessons will be delivered, organised and available in sync with the students' actual timetables allowing for interaction between teachers and students. This is our default position as a school.

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?

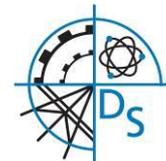
Yes, from the second day onwards we will deliver the same subjects and the same curriculum. We will endeavor to teach the same curriculum remotely, as we do in school, wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. We have had to adjust how we deliver PE sessions and accommodate the fact that students, if they engage in physical activity, will only be able to do so in indoor spaces of the home or gardens/yards. In science, we have to focus on knowledge and theory as 'practical' science cannot efficiently, or safely, be taught in the home learning environment. We have had to limit practical content for Art, drama, DT and music as practical teaching options are significantly limited for these subjects by home learning constraints.

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 students broadly the following number of hours each day:

Secondary school-aged students not working towards formal qualifications this year	5 hours (5 x 1 hour lesson)
Secondary school-aged students working towards formal qualifications this year	5 hours (5 x 1 hour lesson)



Accessing remote education

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

Microsoft TEAMS is the platform for 'live-lesson' delivery.

Show My Homework is the platform for students and parents to receive: homework, learning resources, submit written work to a teacher as a word document (photographs, drawings etc are also submitted in this way) and for students to take part in recall-testing for retention of fact-based knowledge.

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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

We have surveyed our community to identify families who have no access to laptops/tablets or internet connection. For those families where hardware is an issue, we provide a machine for the family to lend for the period of time that lockdown is in place. We have proactively identified families. However, where a family who have not responded to our surveys has contacted us, we have endeavoured, and will continue to endeavour, to provide a machine for use – where these machines are available. Parents/carers can contact their student manager where they need support and these colleagues will direct any questions or concerns to the correct member of staff.

We have surveyed our community to identify those who are having an internet connection issue. We have received some (3) wi-fi access points and these have been allocated for use. Parents/carers can contact their student manager where they need support and these colleagues will direct any questions or concerns to the correct member of staff.

We have also contacted our parents/carers who are eligible re: data bundles on mobile providers in order to make these available as soon as possible.

In extreme cases where a child needs printed resources, these will be collated and made available to collect, or posted to, the families who require them. This work, which cannot be submitted virtually, can be brought to school in order for teachers to provide feedback.

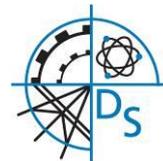
How will my child be taught remotely?

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

- Live lessons are our default method (online lessons using Microsoft TEAMS) as the principles of good teaching remain the same: recall test prior knowledge, chunk new learning, explain, model, scaffold, and provide purposeful practice and feedback. We have a 'Lesson on a Page' CPD model which we have adjusted to 'Online Lesson on a Page' model to support staff.

Where the above is not possible:

- Doubling up classes so students can join a parallel or similar class temporarily that is taught by another colleague
- recorded teaching (eg Oak National Academy lessons, video/audio recordings made by teachers)



- printed paper packs produced by teachers (eg workbooks, worksheets), resources attached as PDF as this is good for smartphones which evidence has shown that disadvantaged students are more likely to have.
- 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?

It is our expectation that students will engage with the 'live-lessons', video recordings and independent work tasks set by our teachers as per each student's teaching timetable. This means that students will take part in lessons, watch pre-recorded videos and complete their independent work as directed by their teachers following the normal periods of the school day. In addition to this, we expect our students to participate fully in their lessons, answer questions, respond using the verbal or chat functions appropriately, receive and act on the feedback provided by teacher, and submit written work where requested on Show My Homework.

It is our expectation that parents/carers will support their children's education by ensuring that students can access their school email account, Microsoft TEAMS and Show My Homework. If there is an issue with any of these remote learning platforms, parents/carers can contact their child's student manager where they need support and these colleagues will direct any questions or concerns to the correct member of staff. In addition to this, it is our expectation that parents/carers will check their children understand the outline of their day and that students are engaging appropriately with all learning activities. This includes checking, as far as is possible, that children have completed the tasks teachers have instructed and the independent work that students are being asked to complete. It is also our expectation that parents/carers provide the most suitable learning space possible in their circumstances for their children that is conducive to concentration and learning.

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

As part of the protocols of delivering 'live-lessons' our teachers will take a register of students who are in attendance. This will either be on SIMs if the teachers are delivering learning from our school building or a register on OneDrive if colleagues are delivering learning online from their homes. Each day these registers will be monitored by our attendance officer who will identify students not attending or engaging as we expect our students to participate in lessons – not just 'be there'.

We will use the same approach to engagement and attendance as we would if school were open. Students who do not attend/engage with online learning will be identified by our attendance manager. As a first priority, PP, SEND and vulnerable students' parents will be contacted – with students who are not in these categories contacted as a second wave. We have allocated five staff to make these calls each day where we will establish the barriers to learning and intervene as appropriate in order to ensure that students attend and engage in our live lessons or attend our key worker study club.

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 is as follows:



We will follow our school's marking and feedback policy (Marking and Feedback on a Page).

In 'live lessons' each week:

Students can expect feedback in 'live-lessons' through recall testing, questioning, teacher verbal responses to students' questions, self-assessment, the use of effective modelling techniques to feed-forward and feedback, and verbal feedback on work produced independently.

In line with our Marking and Feedback on a Page policy, we will also expect the following:

Teacher assessment of written work: one mid-term submission and one end of term submission

Students work will be more formally assessed following the Strength and Improvement assessments that we conduct each term as part of our Marking and Feedback policy. These have two parts: the first is a significant knowledge recall test and the second is a written assessment/exam that tests how students apply their knowledge and skills.

The knowledge recall test will be set as a Quiz on Show My Homework with immediate feedback provided to the student upon completion of the assessment.

Extended writing, or other pieces of work, will be added as an attachment on Show My Homework. These will be assessed by teachers who will provide feedback for students to act upon and demonstrate that they can improve their work.

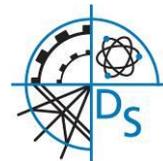
Additional support for students with particular needs

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 students, for example some students 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/carers to support those students in the following ways:

The following support is in place

- liaised with parents/carers to identify students with SEND who will benefit from accessing learning in the school environment with support from our SEND team – and we have invited all of these students to attend, including EHCPs and 'K' with the highest levels of need
- worked with parents/carers over the telephone to model how to set up remote learning effectively
- set up personalised remote interventions for literacy and numeracy
- designed personalised timetables of attendance in school for those identified as having the greatest challenges and needs
- where the above offer has been declined, daily contact is made with parents/carers/students
- provided emotional and psychological support to all families and students identified as in need of support – this includes our welfare directory
- our SEND support centre is open all day every day and fully staffed to cater for the needs of our most vulnerable students
- SEND support is available in all of our key-worker and vulnerable study provision



Remote education for self-isolating students

Where individual students 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 students 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 have students in school learning and are therefore not in either full lockdown or a year group lockdown:

Each curriculum leader has selected a teacher who uploads high-quality work to Show My Homework each week. This work covers the curriculum that is being delivered to the student's year group and our curriculum materials are adapted to allow for a student to self-study in isolation. This work is the same work as the curriculum that is being delivered in order to ensure that students can return having lost as little learning time as possible. Where a student is unable to attend, students are to submit their learning to their classroom teacher on Show My Homework as an attachment so that the teacher can provide feedback and through the completion of quiz based assessments testing the student's recall and retention of fact based knowledge.

Our attendance manager and our student managers are aware of these students and check that Show My Homework is being accessed for work. If it appears that a student is not accessing the work, parents are contacted by these colleagues.

Where we have school year group or full closure, students will access learning as described above.