

## 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

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

Teaching in the first couple of days of a remote curriculum will be broadly similar to our provision in the longer-term, but we would ask for understanding if lessons are not posted at the very start of the day and it is unlikely that teachers will be able to provide much pre-recorded material as they adapt their plans.

#### 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. Within subjects there may be some changing of the sequence of learning to make it more suitable for students to access at home, and the activities will often be different than they would be in school, but the overall learning aims will remain the same.

### 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 3	We expect students to spend approximately the same amount of time learning as they would in a normal school day. This equates to just over five hours (a little less on Fridays). We would not expect students to receive additional homework beyond what is set for
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	their lessons.
Key Stage 4	We expect students to spend approximately the same amount of time learning as they would in a normal school day. This equates to just over five hours (a little less on Fridays). It may be necessary for teachers to set additional homework sometimes, although we will aim to keep this to a minimum.
Key Stage 5	We expect students to spend approximately the same amount of time learning as they would in a normal school day. This equates to just over five hours (a little less on Fridays). Students are likely to receive some additional homework beyond this to enable them to keep up with their studies.

## Accessing remote education

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

All our remote work will be set via Google Classroom and any live teaching will be done using the Google Meets platform. When teachers wish to make use of other apps or websites, they will post links on Google Classroom to make things easier for students to access.

Teachers will post work at 8am on the day of each lesson, either as instructions and resources or as a link to a Google Meet. Students will need to join Google Meets at the specified time, but other work may be done at their convenience, as long as it is completed and submitted by the end of the day.

### 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:

- It may be possible for us to lend your child a device or a dongle to provide an internet connection. If you would like to enquire about availability, please contact your child's Head of Year in the first instance.
- If students need printed materials, we are able to provide them. Please let your child's Head of Year know in the first instance and we will arrange for them to be available for collection at Reception. Completed work should be returned to Reception.

## **How will my child be taught remotely?**

The best teaching method depends on the content being taught, and our teachers are best placed to make that judgement as experts in the subject. They will either use synchronous (live) or asynchronous (on demand) approaches, or a combination of the two. We are aware that our students are divided as to which they prefer, and we also know that live lessons can place demands on the internet and devices within the household. Educational research does not indicate that either type is superior, so we have not set arbitrary targets across the school.

Teaching methods are likely to include:

- Video or audio explanations recorded in advance by teachers.
- Live lessons, or parts of lessons, delivered via Google Meets.
- Video or audio material from other providers, such as Oak National Academy.
- Activities for students to complete, such as exam-style questions.

## **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 will require a space with a desk or table to carry out their work. They should have the items they would normally bring to school with them e.g. pen, pencil. They will need peace and quiet so they can concentrate and listen to explanations. We ask parents to support them to put consistent routines in place. We recommend that students carry out the work during normal lesson time, but we recognise that this is not always possible and provide flexibility for them to complete it at any point during the day. We ask parents to praise them for successes and to challenge them if work is not submitted.

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

Teachers will check whether students are engaging with work on a lesson by lesson basis, by monitoring attendance at live lessons and/or by requesting that students submit a piece of evidence of their learning. On a weekly basis teachers will inform parents if the level of engagement has not been satisfactory by issuing a Negative on My Child At School.

## **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:

Teachers will assess students' work using a range of methods, which will vary from subject to subject. Quizzing is a commonly used method across the curriculum, often using Google Forms, while students will often be asked to write something and submit it for review by the teacher. In live lessons teachers will use question and answer, much as they would in the classroom.

Students will receive feedback of some form in most subjects every week or two. This might take the form of a self-marking quiz or whole class feedback delivered live or via a recording. Teachers will issue Positives on My Child At School to indicate that a student is engaging well with the learning. If a more significant assessment task takes place, teachers are likely to give individual feedback, which could be written or recorded using the Mote software on Google Classroom.

## **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 have put various measures in place to support our students with SEND to succeed with remote learning. These include linking teaching assistants to year groups so they can get to know students' needs and respond to them more effectively. Students with EHCPs have key TAs allocated to them and these TAs join the relevant Google Classrooms so they can be involved in the work on a regular basis. Some students have been identified for weekly phone calls to check in on them and further adjustments are made in response to exceptional 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?**

If a student is self-isolating, the teacher will make a decision either to invite them to join the lesson in school remotely via Google Meet, or to set work for them to do on Google Classroom. In both cases the aim will be to ensure that the student remains up to date with the curriculum being covered in school and is not disadvantaged by being absent.