



## Remote Learning – Information for Parents

## **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?**

On day one students will receive a paper-based work pack and or work set through Oak National Academy. The amount of work set will depend on the nature of the lessons expected that day and the student's physical condition. All students who are sent home to self-isolate will have access Microsoft Teams.

### **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 have needed to make some adaptations in some subjects. For example, practical subjects may have to set written based tasks. Drama, Music and Art will set work which supports the curriculum, but may vary the tools required.

### **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 and 4	5 hours of learning
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	Live lessons will start at 9am with the school day finishing at 3pm. Two 30 min breaks are scheduled within this time.
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## Accessing remote education

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

Please share the names of the online tools or digital platforms that you are using, either for delivery or for assessment.

Microsoft Teams

Maths Watch

Seneca

Go4Schools

### 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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- We are in the process of issuing laptops to those students who do not have them as far as possible. All year 11 have been issued with laptops and the school is in the process of procuring additional devices to roll out across the whole school. To date 450 laptops have been distributed to students.
- Students can access work packs via the school and fresh packs of work will be available for collection from reception on a Thursday and Friday each week.

Students can submit work either through Microsoft Teams, email or can return the work via the school reception.

## How will my child be taught remotely?

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

The school will use a range of teaching methods when teaching remotely. These include:

- 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?

In this section, please set out briefly:

- expectations for pupils' engagement with remote education
  - Adhere to the schools expectations
  - Participate fully in the "live" lessons provided.
  - Attend the lessons promptly
  - Complete the work provided and return it to my class teacher
  - Treat all members online with respect
  - Use the technology to make a positive contribution to my learning
  - Collaborate with others to produce work that is to the best of my ability
  - Be prepared for the lesson with the correct equipment
  - Understand that these changes are about keeping everyone safe.
  
- expectations of parental support, for example, setting routines to support your child's education
  - My child will be required to attend "live" lesson broadcasts with their teacher
  - I will communicate with the class teacher or pastoral lead within the school if my child cannot attend the lesson
  - I will communicate with the school if my child requires additional work or support.
  - Any support requested will require 48 hours to be actioned.
  - I will need to collect additional work from the school if requested to do so.
  - I will not be allowed into the school without a pre- arranged appointment;
  - I will read all letters/messages/emails that are sent home;
  - I understand that if my child behaves in a manner that is deemed unsafe or inappropriate, he/she will be sanctioned using our standard disciplinary procedures

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

In this section, please set out briefly:

- Provide a curriculum that meets the needs of your child's well-being, mental health and academic needs;
- Provide work which covers all areas of the curriculum being studied
- Provide "live" lessons as far as possible to small groups or classes by subject specialist teachers
- Provide work that can be completed independently
- Communicate with students the time and date of "live" lessons through Microsoft Teams
- Continue our clear and consistent approach to rewards and sanctions for children as set out in the Behaviour Policy as well the expectations outlined in this agreement;
- Live lessons will be recorded to be shared with students who have missed the lesson.
- Always put the safety and welfare of our pupils, staff and community at the heart of our decision making.
- Student's attendance will be taken at the beginning of the lesson
- Students will be asked to complete periodical assessments
- Staff will communicate with home if a child has not attended without prior knowledge

## **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:

### Purpose of online assessment for this term

- Use to measure level of engagement
- Inform planning for the summer term
- Provide feedback to students on progress.

### Format

- Smaller more regular knowledge based assessments
- Set amount of marks
- Assessable for all students
- Support student focus so in user friendly style
- New and review content

The expectation is for all curriculum areas to produce an assessment plan to check understanding which reflects to incorporate the following:

### **Years 7-9**

- Formative knowledge basis closed questions
- 1 every 6<sup>th</sup> lesson
- Pop quiz style assessment
- Multiple choice
- 10/20 minutes duration
- 10 questions - 4 new and 6 review questions
- Marks recorded as a %
- Teams used for communicating with students

### **Years 10**

- Fuller assessment
- 1 hour duration
- Postal copies for hard to reach.
- English Literature and Statistics – complete papers in prep for summer actual exams.

### **Year 11**

- Sufficient assessment to inform teacher judgements
- Style mirrors summative format for the subject components

## **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:

- All students will receive a school device to support their online learning
- LSA support is available remotely
- SENDCO coordinates remote support and regular catch up with parents/carers
- Additional materials are produced and sent home for students with particular 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?**

There is no planned difference for students self-isolating and other students.

Work will be set via Microsoft teams and live lessons will be streamed where possible.

Other materials including Oak National Academy will be used to supplement school work.