Remote Education Provision

Remote education provision: information for parents/carers

This information is intended to provide clarity and transparency to students and parents or 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?

In the first instance, students can expect to revert to online learning, with work set through SharePoint and Teams. The work will continue on from the curriculum content taught in lessons or may be adjusted to accommodate the remote nature of the learning.

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 planned 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 will necessarily adapt their lesson content and particularly demanding and complex content might be moved within the curriculum plan, to ensure delivery once we return to school.

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 pupils not working towards formal qualifications this year	Key Stage 3 students will follow their usual school timetable, beginning at 9am and ending at 2.50pm. Home learning may be set, and this should not exceed one and a half hours each day.
Secondary school-aged pupils working towards formal qualifications this year	Key Stage 4 and 5 students will follow their usual timetable, beginning at 9am and ending at 2.50pm. Home learning may be set, and this should not exceed two hours for KS4 and three hours for KS5 each day.

Accessing remote education

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

- Students are encouraged to attend 'live' lessons through Microsoft Teams.

- Activities will be set in Teams or through SharePoint.

- Teachers will be explicit about where and when work should be accessed.

- Teachers will provide submission dates for completed work.

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 carried out a Digital Audit last term, in order to identify where students were without digital access, or where there were multiple users in a household.

We have allocated laptops to those students without a device and will subsequently issue additional devices where access is shared.

Furthermore, we have supported Wi-Fi connectivity and will continue to do so by responding to the government's offer of increased data provision and internet routers.

Parents/carers should contact their Head of Year for further support, if they find themselves without a device or connectivity.

In the event of a break in online access, students will receive printed materials to support their learning and, as in the previous lockdown, will be encouraged to submit the work to their teachers by sending the work back into school via a stamped envelope.

How will my child be taught remotely?

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

- Live teaching (online lessons).

- Recorded teaching (video/audio recordings made by teachers).

- Reference to textbooks and reading books students will have at home.

- Flipped learning, where students will read/research in the lesson prior to teacher delivery.

- Guided learning through resources available on SharePoint.

- Use of additional online learning resources (e.g. My Maths and Kerboodle).

- Printed work packs produced by teachers (e.g. workbooks, worksheets) where there is a break in online access.

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 expected that all students will register with their tutor every morning. This ensures continuity of our pastoral care.

- Students are expected to attend a 'live' lesson and register their attendance in the Chat Bar. The exception will be if they are unwell or unable to access the lesson because of lack of access to technology (e.g. share device at home).

- Students should complete all activities to the best of their ability and submit work by the designated submission date.

- We would ask parents/carers to establish effective daily routines to support your child's learning. This would include providing a quiet workspace, where possible, and encouraging your child to have all of the required resources available e.g. text book, exercise book for making notes and completion of written tasks, stationery.

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

- Tutors will expect students to be ready for work at the usual time each morning and, if students do not register, they will contact home.

- If students do not engage with either 'live' lessons or set activities, class teachers will contact the student in the first instance and then follow up with contact home.

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:

- Where a student has submitted work via Assignments on Teams, they will receive feedback digitally.

- Assessment may also be through quizzes, some of which may be set formally through Teams or exit quizzes at the end of a lesson.

- There will also be whole-class feedback, whereby commonalties are addressed. This will address the positive aspects of students' submissions and consider areas for development.

- In line with government guidance, teachers will provide feedback at least weekly, using digitally facilitated or whole-class feedback where appropriate.

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 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 and carers to support those students in the following ways:

- We have provision for our vulnerable students to attend school during partial school closure. Their learning, and well-being, is supported by teaching staff and learning assistants.

- Our supportive Learning Development Department works to support students both in school and remotely. Learning assistants are able to support students at home by accessing 'live' lessons and can support students before, within, and after the lesson.

- In addition, as we are offering a blended approach to our lessons, when a teacher is not delivering a 'live' lesson, there is the opportunity to invite small groups to a more bespoke lesson, wherein misconceptions can be addressed, or the content made more accessible.

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?

If a student is unwell and self-isolating, we take advice from the parent/carer about the suitability of setting work.

If a student is well and self-isolating, s/he would be expected to follow the same timetable as her/his peers and participate in the 'live 'lessons and set activities.