# 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?

In the first instance, remote education may be focused on written tasks on-line through Show My Homework. Textbooks and workbooks should be with each student and we will make sure that our pupils are in possession of all necessary and relevant materials.

### 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 need to make some adaptations in some subjects. These adaptions may be in some of the practical and Arts subjects

## 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:

As much as possible, we want each student’s school day to mirror that of a normal school day.

8.45 Tutor time

9.05 Period 1

10.20 Break/Exercise

10.50 Period 2

12.05 Period 3

1.20 Break/Exercise#

1.50 Period 4

3.05 End of school day

To allow for transition from lesson to lesson and planning time. Live lessons are to be approx. 45 minutes as a maximum. This will allow students to complete further tasks and give time for dialogue with the member of staff.

## Accessing remote education

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

We will use a range of online platforms that are all signposted through Show My homework. Google Classroom, Zoom, Big Blue Button will be the main platforms for lessons.

### 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:

For any family that has difficulty in accessing laptops, tablets or an internet connection, they should contact the school immediately by either contacting the relevant Year Leader or IT Support. We will:

* Ensure that students can access a laptop/PC to support learning and progress
* Facilitate 4G routers as much as possible
* Lend any equipment that is needed
* Not ask pupils to ‘print’ work and signpost each individual to the relevant place where the work/sheet/task can be found

### How will my child be taught remotely?

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

Some examples of remote teaching approaches:

* 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) if requested
* textbooks and reading books pupils have at home
* commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. Some departments have developed a YouTube channel to support this
* long-term project work and/or internet research activities where applicable although this approach will not be used excessively

## 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?

* We expect and really encourage our pupils’ engagement with remote education
* We welcome parental support, for example, setting routines to support your child’s education

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

* Through SMHW and attendance, we will monitor student engagement and attendance
* We will undertake regular daily checks and weekly analysis
* We will contact parents and students who are not engaging or who have difficulty engaging through our Pastoral support
* We may take the decision to recommend that students join our key worker group in 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:

* Students will receive feedback in a variety of ways, depending on the context of the lesson. These will include:
* Verbal feedback during the lesson based on responses from students
* Live feedback during the lesson when work is completed over forums such as Google Classroom
* Written comments on work submitted over Google Docs, Padlet or Google Classroom
* Whole-class feedback
* Self-assessment using a clear success criteria
* Peer-assessment using breakout rooms over zoom and through modelled work via share-screen
* Quizzing platforms such as Kahoot, Google Forms
* Learning platforms such as MyMaths, Seneca Learning and Kerboodle
* Students will continue to receive written feedback in line with College policy, which is every two weeks (core and KS5) and every three weeks (Science, option subjects) and every four weeks for KS3 subjects with one lesson per week
* Verbal feedback will take place during every lesson
* Quizzing / learning platforms are used at the teacher’s discretion

## 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:

* Through our Learning Support Department, students will receive on-line assistance during and after lessons
* We may invite individual students to be in school so that face to face support can take place if this would benefit a student

## 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?

We fully recognise the difficulties that an individual student who need to self-isolate may have when the majority of the year group are in school. We will encourage students to join lessons through online platforms as much as is possible or reasonable. In the event that the lesson in school would not be practical to take this approach, all resources and learning materials will be made available. Feedback will take place as outlined in this document with contact to vulnerable families who may need further support and guidance.

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