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 if 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 this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.

At the time that remote education has been deemed to be necessary a timetable of lessons is already in situ to be sent out to parents to ensure that students receive a minimum of 4 teaching sessions, from subject leads as well as the option of additional study sessions (highly recommended for those approaching formal qualification examinations). Additionally, when students leave the school they may be given or sent study packs to ensure that they have work 'hard copy' to be completing. This will cover those unable or unwilling to learn via an online platform.

Teaching will take place via zoom and will be at the allocated time as set out by the timetable in place. The timetable will be weighted accordingly in favour of core subjects depending on what Key Stage the child is working at. Where possible the timetable will be as varied and pointed as it can be to ensure outcomes are both targeted and achieved. Sessions will last 40 minutes in total and will be taught in whichever style the subject lead chooses, as they know their learners in their subjects best.

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. The following subjects, being heavily theory based are not impacted with the change of delivery style
  - English
  - Maths
  - Science (minus the practicals)
  - Computer Science
  - Humanities (minus the field work)
  - Business
  - Vocational Studies / Employability Skills
  - RSHE
- However, we have needed to make some adaptations in some subjects. For example, more practical subjects will have to apply a more theoretical elements to their delivery offering only the option of demonstration and recorded content as an axis to practical learning. This alteration to learning will then be underpinned by the adjacent practical work once a return to the classroom is possible. Those subjects are;
  - Science
  - Design Technology
  - Food Technology
  - PE
  - Art
  - Adventure Club / Forest 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 pupils broadly the following number of hours each day:

Primary school-aged pupils	3 – 4 Hours Per Day with full contact with subject leads and allocated

	teaching assistants
Secondary school-aged pupils not working towards formal qualifications this year	3 – 5 Hours Per Day with the majority of this being full contact with subject leads and allocated teaching assistants. However, a small amount of independent work would be expected both as a learning resource as well as an axis into preparing for adulthood and developing self-management skills for the future.
Secondary school-aged pupils working towards formal qualifications this year	4 – 6 Hours Per Day with the majority of this being full contact with subject leads and allocated teaching assistants. However, a dedicated amount of independent work, linked towards exam preparation and guidance, would be expected both as a learning resource as well as an axis into preparing for adulthood and developing self-management skills for the future.

Accessing remote education

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

If you are using online tools or digital platforms, either for delivery or for assessment, please share the names of these resources.

Zoom Meeting Platform – all 'live' lessons will take place using this online platform allowing the learner to interact with the facilitator as well as their peers. Links will be sent to parents in one usable / readable document to reduce confusion and general volume of emails with individual links. Registers will be taken and collated as well as ensuring students are given engagement points linked to their individual learning objectives.

Assessment takes place either in the session or via the emailing of completed work back to the subject lead.

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 the event that pupils cannot access remote education we endeavour to find a bespoke solution for the pupil to ensure that they do not miss out on any learning during this period of time at home. We will;

- Assess each situation individually

- Depending on the circumstances, laptops and other devices can be loaned. This is to be most likely for those approaching qualification assessment periods as there are limited resources for this

- Provide printed materials for the pupil to be working on. This can be sent in the post with a pre-paid envelope for the successful return of the work in lieu of marking by the subject lead

- Ensure parents can email, telephone and write to predominant staff, including tutors, teachers, education leaders and regional managers to express concerns or deficiencies in the process

How will my child be taught remotely?

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

- live teaching (online lessons)

  - this will be the predominant method of learning during remote periods

  - Any accompanying materials will have been sent via email or in the post to supplement the lesson(s)

  - subject leads have been trained in the use of the technology and will have a teaching assistant in EACH session to ensure safety as well as monitoring can take place

  - the use of 'break-out' rooms is also possible for those pupils that require more of a 1-1 delivery

- recorded teaching through the 'Be Ready' platform

  - Learners can access this in their own time and study core subjects as well as limited amount of other subjects.

  - Admin staff for the platform can see when and how many times pupils have logged in

  - This is a good resource for those pupils approaching examinations

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

  - To be sent out by subject leads as and when necessary to either supplement online lessons or to be used in isolation as additional learning. They can be sent back to the school for assessment

- textbooks and reading books pupils have at home

  - To be sent out by subject leads as and when necessary to either supplement online lessons or to be used in isolation as additional learning.

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

  - To be used rarely but within the context of the online sessions only

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
- expectations of parental support, for example, setting routines to support your child's education

Pupils, when learning remotely, are expected to;

- attend the timetabled sessions on time, as well as any additional sessions once notice has been given
- be ready to learn, complete tasks and follow instructions accordingly
- take advice and guidance on how to use the software if unaware of its functionality
- behave in a civil manner when partaking in online learning via zoom as these session are an extension of the school delivery. Please remember;
  - o Classroom rules apply at all times
  - o Bad language / bullying / racist inferences are not appropriate behaviours anywhere

Parents, when assisting pupils to learn remotely, are expected to;

- Assist their young people to attend the sessions / complete work (if hard copy)
- Check emails for updates and changes regularly (such as time changes, zoom link amendments or supplementary information for the any given lesson)
- Provide a quiet space so that learning can take place
- Ensure learning / tasks completed is the work of the pupil alone (guidance is allowed)

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:

- how, and how often, you will check pupils' engagement with remote education
- what action you take where engagement is a concern, including how you will inform parents and carers

Within all of the online learning sessions a register is taken and recorded on a central database for attendance purposes. Additionally, subject leads will provide information as to how engaged each pupil was by providing them with classroom targets (1) and learning targets (2). This will appear in your weekly home link as per normal school procedure. These are sent by each of the form tutors between Friday and Monday in reference to the previous week.

Education leaders and regional managers will also perform spot checks, randomly selecting sessions to dial into to ensure the sessions are engaging, the behaviour of the pupils is respectful and in general the session is safe.

In the event that engagement or behaviour is low / poor then tutors or subject leads will contact parents (usually via email, depending on the circumstances) to discuss this as well as to provide some solutions to increase that engagement. We will work with parents to ensure the pupil can get as much out of this process as they possibly can.

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:

In this section, please set out briefly:

- the methods you will use to assess and feed back on pupils' work
- how often pupils will receive feedback on their work

Subject leads will design their assessment platform to suit the needs of the pupils as well as ensuring it fully lends itself to the subject. Assessment methods will range from fully written task completions submitted via email / post to online quizzes and games as well as straight forward question and answer sessions. There is no hard and fast rule to this as often it will be geared to suit the learning style of the pupil, most of which have barriers to learning in this 'new' way.

The majority of the feedback in the online teaching sessions will be live and instantaneous, however, if the work requires more formal feedback then it is expected that subject leads will ensure the work is marked and feed back provided to the pupil within 5 working days of its receipt.

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:

In this section, please set out briefly:

- how you work with families to deliver remote education for pupils with SEND
- if you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in reception and year 1

There are many ways in which we work with families of SEND pupils. They include (but are not restricted to):

- Full engagement and notice of timetabling to allow pupils processing time – this might include a 'grace' period where they are not expected to join the online sessions as soon as they commence
- Consistent communication with reference to changes, session links, reports of progress and concerns via email or telephone to ensure parents are fully up-to-date with the remote learning platform
- We have a fully ratified online learning policy that both pupils and parents are aware of and know what the expectations are of all 3 partes (school, parents and pupil) as part of this process
- An expectation that they support their pupil, if they need such assistance, whether that be them just in the room or sat beside them for the duration of the online learning session. This will be agreed individually.
- Setting targets for the period of time at home to ensure outcomes are achieved. These targets will be set in consultation with parents

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?

In this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

Provided the pupil is well enough to receive learning then a bespoke programme would be put together in consideration of the following factors;

- Availability of teaching staff / subject leads (being such a small school, means that often we only have 1 teacher per subject

- 1-1 learning where possible will be offered

- Study packs will also be sent as well as reading and reference lists for additional learning to take place (particularly for those studying at KS4 or higher)

- Learning will be bridged and replicate what is being taught to the same level of students on site (differentiated to suit the amended delivery style)

- Sequencing of curriculum will ensure that outcomes are met and subsequent learning 'ground' is not lost with not being present in school.