

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?

All pupils have access to Microsoft Teams through their school email address. Teachers have made Teams for each class they teach, using this as a means of delivering live lessons and giving instructions about each lesson.

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 follow the same timetable as we do in school. Teachers deliver live lessons through Teams as much as possible, unless the subject requires specialist equipment or resources e.g. DT, in which case a making project may be set. In these circumstances the teacher will be available on Teams to answer questions.

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	Lessons from 8.45am – 3.45pm with normal breaks and lunchtime.
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	Homework is set according to the homework timetable. Pupils should not be spending more than 45mins-1 hour a day doing homework.
Key Stage 4	Lessons from 8.45am-3.45pm with normal breaks and lunchtime. Homework is set according to the homework timetable. Pupils should not be spending more than 45mins-1 hour a day doing homework.
Key Stage 5	Lessons from 8.45am-3.45pm with normal breaks and lunchtime. Pupils will be set homework, they have flexibility as to when it is completed. This may be within the school day or after school.

Accessing remote education

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

Lessons will be delivered via Microsoft Teams or in a small number of cases on Zoom.

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:

If pupils have trouble accessing equipment necessary to access remote provision then parents should contact school and we will endeavour to help improve this if we can.

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)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- 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?

- Pupils are expected to register with their form teacher at 8.45am.
- They will then access all lessons throughout the day.
- Parents are asked to provide a comfortable space for children to work in and endeavour to provide children with access to appropriate technology to allow them to hear and contribute to live lessons.
- Parents are asked to ensure that children complete and submit their homework by the required deadlines.
- Parents and pupils will be asked for feedback via online surveys.

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

Staff register pupils at the beginning of each lesson and record this on SIMS :

1 for full engagement 2 for partial engagement 3 for no engagement.

Weekly reports are produced for Heads of Year who will coordinate communication with parents (usually by phone or email) to discuss.

Teachers also record achievement and behaviour points on SIMS and these are sent to parents at the end of each week.

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:

- Use of online platforms eg Hegarty Maths, Educake, Seneca Learning, etc
- Marking of work, feedback and return via assignments in Teams
- Use of online whiteboards eg whiteboard.fi
- Questioning of pupils in lesson time
- Use of breakout rooms in Teams

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:

- Pupils with special educational needs are expected to access the same provision as all.
- The SENCO is the main point of contact for parents who wish to discuss their child.
- The SENCO will monitor the engagement of pupils with special educational 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?

Pupils who are self isolating when other pupils are in school should access live lessons delivered from the classrooms. If this is not possible due to the nature of the tasks then the teacher will set work through Teams which will be monitored in the normal ways.