

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

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the case of absence for any reason, pupils will be able to continue their learning at home immediately.

Our aim is to enable every pupil to access their learning 'on demand' during a period of absence with a variety of online (Class Charts/ School website) and offline formats (text books, workbooks, printed resources).

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, where specialist equipment and/or software is required in subjects such as Design Technology and Computer Science adaptations to the curriculum have been implemented.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We aim to ensure learning at home is of equivalent length and quality and promotes the same progress and challenge as learning in school.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Secondary school-aged pupils not working towards formal qualifications this year	A minimum of 5 hours learning a day.
Secondary school-aged pupils working towards formal qualifications this year	A minimum of 5 hours learning a day with extra learning as appropriate to reflect exam preparation priorities.

Accessing remote education

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

Class Charts (pupil and parent access) – this application will be used to assign all pupils work creating a ‘to-do’ list of activities for pupils to complete. Pupils, where possible, will submit evidence of their work via the Class Charts app back to their teachers.

Assignments published on Class Charts include recorded teaching and support time as well as independent tasks to facilitate learning without the teacher.

School website (under Home Learning tab) – our website contains all information regarding our Home Learning policy and all learning resources.

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:

- access to laptops has been provided to pupils in Years 9-13. We are reviewing the provision of laptops for Year 7 and Year 8.
- dongles have been provided to pupils, where necessary, for access to the internet.
- pupils have been given hard copies to support their learning at home in a variety of formats such as workbooks and text books.
- if pupils do not have online access they should save their work and submit it to their teachers to be rewarded when they return to school.

How will my child be taught remotely?

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

- recorded live teaching/learning support (online lessons)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have been given to keep at home
- loan of materials and equipment such as sewing machines/ art materials
- looms (PowerPoints with the addition of recorded 'live' teacher input)
- PowerPoints
- PowerPoints with audio and/or video
- existing recorded teaching materials (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

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?

Expectations for pupils' engagement with home learning:

- if absent for any reason, it is the student's responsibility to check Class Charts for their Home Learning tasks.
- pupils will be required to submit their completed work either electronically in Class Charts or in person upon their return to school
- it is important that pupils attempt work to the best of their ability
- pupils should ask for support if they need it from teachers or parents via Class Charts messaging.

Expectations of parental support and engagement with home learning:

- it would be helpful to provide support by logging on to Class Charts and engaging with teachers as appropriate and by being aware of the Home Learning pupils are expected to complete
- it would be helpful if possible to provide a space to work and to help to make a simple plan to organise tasks and learning
- it would be helpful to talk to pupils about their learning
- parents should contact school if support, help or information is needed.

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

Student engagement in Home Learning will be tracked daily on Class Charts led by Mr Moncur, Deputy Headteacher.

Teachers will regularly check submission of Home Learning and reward accordingly in Class Charts.

Teachers will interact within a reasonable time frame taking in to consideration their other commitments such as teaching other classes.

Where there are concerns about student engagement (once 10 'Home Learning Not Attempted' alerts have been reached), parents/ carers will be contacted through the Class Charts app.

The school will then follow up any issues and discuss how we can support to further overcome any barriers to engagement.

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:

Teachers will give feedback in line with the identified learning checkpoints on the Learning Journey.

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:

- Lesson resources will be appropriately differentiated by the class teacher to support pupils with SEND.
- A variety of resources will be provided so that all pupils have a mixture of lesson activities that can be completed unaided.
- For those pupils specially with an Education and Health Care Plan our Teaching Assistant team will be in regular telephone contact with pupils and their families to provide additional support where required.

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?

It is our aim to ensure all pupils have an equal opportunity to access meaningful and ambitious work and resources and the appropriate level of direct teacher instruction, support and feedback when absent from school for any reason.