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.

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?

> If pupils are sent home from school, there is no expectation for them to access online lessons on that day. Our priority is to ensure all pupils can return home safely. The earlier they can access Teams and make contact with their teacher, the better. Hopefully, the day after being sent home, all pupils can be on Teams.
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> Some subjects may send workbooks home with pupils and independent work may have been set.

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?

> Pupils will follow the exact same curriculum with remote education as if they were in school.

Remote teaching and study time each day

How long can I expect work to be 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:

Secondary school-aged pupils not working towards formal qualifications this year.	Five hours per day.
Secondary school-aged pupils working towards formal qualifications this year.	Minimum 5 hours per day.

Accessing remote education

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

Pupils access remote education through our main online platform: Microsoft Teams.
There are other learning platforms used by departments, e.g. Hegarty for Maths, Showbie for Music and Seneca for Science.

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 parents have concerns about their children accessing digital or online education, we ask them to contact our pastoral team. We will source IT to help; some on a loan basis, but if possible provide what they need. If there are Wifi issues, we will try to resolve these where possible. If this is not possible, we will invite pupils in to school.

How will my child be taught remotely?

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

Pupils will be taught live lessons on Microsoft Teams. We aim for approximately 50% live lessons for KS3 and more like 75% for KS4 & A level.
There will be a variety of techniques used in live lessons, including more formal teacher-led lessons, break-out rooms, discussion groups, PowerPoint, video clips, Youtube, Spiral and other helpful apps and websites.
There are also other learning platforms used, as mentioned above.
Pupils have textbooks or workbooks in most subjects and independent work will be set using these and other sources when not receiving live lessons.
Some subjects may set slightly larger projects to work on, however these are kept to a minimum.

Engagement and feedback

What are your expectations for my child's engagement and the support that we are parents and carers should provide at home?

We expect pupils to be present in all our scheduled Teams lessons unless they have technical issues or difficult family circumstances. Parents can help with the independent work that their children have at home. Encouragement, interest and praise from parents is all we can ask for. If parents have concerns, they should contact our pastoral teams.

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

The live lessons are very helpful to check on pupil engagement. Pupils are asked for contributions; either verbal if possible or in the typed chat function, feedback and questions about the work. Active involvement is encouraged, such as 'fastest finger first' activities, quizzes, and survey-style responses, allowing teachers to evaluate engagement and offer immediate feedback.
Class teachers will use meeting registers, Teams 'Insights', assignments, channel/chat contributions and other items to monitor levels of pupil attendance and engagement in lessons. Teachers will issue misdemeanours to inform pupils, form tutors, parents and the pastoral teams about issues connected with engagement and absence. The pastoral team regularly review Teams participation data (including number of meetings attended, number of channel contributions, video and audio minutes) and misdemeanours in order to formulate plans to deal with concerns and raise levels of engagement.
Learning Support Assistants are very proactive in supporting students and spotting inactivity and lack of engagement.

How will you assess my child's work and progress?

Feedback can take many forms and not always mean extensive written comments for individual children. For example, whole-class feedback of 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:

Pupils are assessed in live lessons through interactions, questioning and feedback. Form quizzes are used for immediate feedback. Assessments are set and responses uploaded from home enable teachers to mark work and give individualised feedback. Other learning platforms are also used to evaluate work.

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:

Staff are always available for help and advice; much of this will come from the Learning Support Assistants and our Special Educational Needs Department leads, plus the many pastoral teams we have in school. The pastoral team, including Learning Support, conduct regular 'pastoral check-ins' to monitor and support the wellbeing of students, this will be more frequent for pupils with additional needs. Small Teams meetings are available between individual pupils and key workers. Learning Support assistants are also part of class teams and often join live lessons acting to clarify, prompt and support specific students. The members of the pastoral team and Learning Support are also in regular contact with the parents of pupils with additional 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 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?

For pupils self-isolating, we teach hybrid lessons. Pupils access all lessons from cameras set up in teaching rooms through Microsoft Teams.