

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

Students will follow their usual timetable in real time and receive direct teaching from their regular subject teacher / form tutor. They are expected to log in via Microsoft Teams and attend all lessons and complete classwork/ as directed. The Trust's Curriculum Resources will continue to be available via each school's Copia site and via any other external subject resources as directed by teachers.

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?

- The same curriculum is taught remotely as in school wherever possible and appropriate. Some adaptations have been introduced, namely a reduction in lesson duration of 5 minutes to allow for technical set-up time for teaching staff. Homework preparation has been temporarily suspended for Years 7-9 in all subjects whilst remote learning is in place in order to reduce screen-time for younger students. Additionally, PE and Singing have been removed from our timetables during this period.

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:

Secondary school-aged pupils not working towards formal qualifications this year	Comparable to a full day timetable with regular screen breaks
Secondary school-aged pupils working towards formal qualifications this year	Comparable to a full day timetable with regular screen breaks and with daily independent learning tasks

Accessing remote education

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

Microsoft Teams has been our medium for remote learning since September 2020 and will remain so during this period of school closure. All lesson material will be available on Copia and via a variety of other curriculum resources as directed by the teacher. These include but are not limited to MyMaths, Seneca, Vocab Express and Hegarty Maths.

If my child does not have digital or online access at home, how will you support them to access remote education?

Where pupils do not have access to online resources, the Pastoral and Senior Leadership Teams for each school will review each individual case and allocate a school laptop. Pastoral teams will prioritise need based on disadvantage factors and evidence of persistent disengagement. Extra mobile phone data allowance can also be requested if existing home wifi bandwidth is insufficient to access online learning.

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

How, and how often, you will check pupils' engagement with remote education

- Registration will continue on a lesson by lesson basis and attendance in lessons will be recorded to ensure students are engaging with their work. Tutors will continue to use positive feedback and conduct points. These will also be logged in order to retain a culture of positive celebration.
- Standardised assessments will remain in place. These may also be set as homework for exam year groups or may be built into lesson sequences depending on what is most appropriate for their context and curriculum. These will be given a week's turnaround time.
- Students will receive feedback on classwork (for example longer writing submitted on Teams-Assignment) or using self-marking tests set on Microsoft forms.
- All students will be awarded formal assessment grades for assessed homework or Quarterly assessments as normal.
- Face to face Parents' Evenings will take place using specialist software as scheduled.

What action you take where engagement is a concern, including how you will inform parents and carers:

- Absence for one or more lessons in a day will be regarded as potential misconduct issue. Students absenting themselves from 3 or more lessons per week/1 or more lessons per day will be recorded a cause for concern. Other misconduct issues within class will be logged using the negative conduct system for long term reference.
- Form tutors will remain the first port of call when contacting parents or carers via email or phone regarding engagement or attendance.
- Heads of Year will maintain daily monitoring of negative conduct as in normal schooling. They will also identify individual students whose lack of attendance may be the result of technical issues or lack of equipment.

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?

<p>All EHC plans- KS3</p>	<ul style="list-style-type: none"> • Teaching Assistants/ HLTA are in school supporting students 1:1 in the hub and in departments. • TA's/ HLTA are accessing remote lessons via Teams. • They are taking notes from the Teams lessons and sending these home daily to students who are clinically vulnerable / remote learning from home. • Daily contact is made between TA's/HLTA and students as part of the Teams lesson. • Weekly phone calls are made to parents, addressing any concerns which arise during the week. • Remote Maths inventions 1:1 • Students not fully engaging are emailed and offered support. • All EHC plan students are discussed weekly at the Vulnerable Groups meeting with the HOY and Pastoral lead. • The Contact Spreadsheet is updated throughout the week. • Annual Reviews (Summer term). If required these will be held remotely.
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If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

In the event of an individual student needing to self-isolate:

- When students return to school, this system of remote learning will be maintained.
- Students are advised to work from home, following their normal timetable as students who are present in school. Teachers will teach the lesson in real time allowing access through Teams and live camera feeds.
- Teachers will prioritise the teaching of students who are attending school but will admit those isolating from within Teams using a live camera feed and screen sharing.
- Students who are working remotely will be asked to participate in the lesson using remote media alongside those present who may respond in exercise books etc.
- Students should access the PowerPoints from Copia and do their best to complete work in their exercise books, which the staff will then review.
- Staff will signpost lessons, prep and access to subject specific software from Copia within lessons to ensure all students are able to navigate the site successfully

In the event of a year group or class having to self-isolate:

Staff will continue to teach their normal timetables from classrooms.

- Teachers will create a "meeting" for each lesson which students will join via Microsoft Teams
- Students will be registered



- Standard lessons are signposted on COPIA and screen sharing will be used to show students any powerpoints that have been adapted for the lesson.
- Each lesson will continue to outline the learning outcomes / content and key preparation tasks to be completed (if required)
- The lessons will be taught in real time by the teacher from their classroom. Students will access this from home
- Subject specific guidance will be provided where external resources can be integrated or used alongside e.g. Kahoot, Forms, MathsWatch, Vocab Express, Seneca, Hegarty Maths

In the event of a group within a class or year group having to self-isolate while peers remain in school:

- Teachers will prioritise the teaching of students who are attending school but will admit those isolating from within Teams using a live camera feed and screen sharing.
- Students who are working remotely will be asked to participate in the lesson using remote media alongside those present who may respond in exercise books etc.
- Students isolating will be directed to follow lessons according to their timetable using Copia resources.