Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

Remote Education Provision

Remote working would be implemented at Castle Newnham School where there is a requirement for whole school closure (such as was required during the pandemic) OR where there is an extended period of absence where a child is incapable of attending school but is well enough to complete work. This type of absence must be supported by evidence and agreed by Heads of School Primary and Secondary and it will have a clear end date.

Where individual pupils require remote education whilst the majority of their peer group remains in school, remote education will be provided. However, parents and families should be aware that in these cases, remote education will likely differ from the approach for whole class groups. This is due to the challenges of teaching pupils both at home and in school simultaneously.

Please note that remote working is not the same as flexi-schooling. Castle Newnham School does not offer flexi-schooling.

Interactive Platform
The school uses Google Classroom for its remote education provision. This enables pupils to have a single point of access for their lessons. In most cases remote work will be provided on Google however the school recognises that each individual circumstance will be unique, and as such, we will personalise the remote education provision to the child's needs.

In most cases, pupils should expect to have:

- work provided (whether this is through Oak Academy or Google)
- for secondary pupils: A CORE activity to complete during form time, every day from home
- a point of contact which is organised by the pastoral team
- a clear end date for the remote provision
- a plan for re-starting school (if the absence is due to illness)

We would expect:
- pupils to follow their timetable and complete as many of their usual lessons as they are able, and that secondary pupils will complete a CORE time activity (secondary), every day from home.

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, there are points where the curriculum might be different. This might be because of the nature of the resources we use for remote education.

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

We seek to replicate the same number of hours that would be experienced should your child be at school as usual; however, timings might be slightly shorter due to the lack of class discussion opportunities and in class feedback time.

Accessing remote education

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

We would expect your child to access their remote education by logging into Google Classroom. We would expect homework to be set via a combination of Track-it Lights (Primary), Class Charts (Secondary), Google Classroom and direct email. It will be important that you and/or your child checks all of these platforms every day.

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:

- We can lend pupils laptops or Chromebooks where necessary
- We can lend devices that enable internet connection (for example dongles)
- Printed materials will be available to collect from school as needed
- Pupils can write their work out using pen and paper and this can be dropped off at school on a regular basis

How will my child be taught remotely?

As stated above we have a range of approaches to remote teaching, which are age and key stage appropriate. Some examples of remote teaching approaches might include:

- Recorded teaching (Oak National Academy lessons, BBC Bitesize lessons)
- Printed paper packs produced by teachers (e.g.: workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Long-term 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 should provide at home?

As stated above, each remote education case is more than likely going to be personalised to the needs of the pupil. However we would expect the minimum of:

- Parental support in organising a workspace
- Parental support in ensuring the pupils is working independently and completing work

- Parental support in ensuring pupils attend any pre-arranged meetings
- Parental support in ensuring pupils regularly check Track-it Lights/Class Charts, Google Classroom and their email, and that pupils respond to emails sent by staff
- Parental support in ensuring pupils read regularly - with and without supervision

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

As stated above, each remote education case is more than likely going to be personalised to the needs of the pupil. We would expect to have at least weekly online meetings with your child, and where there was a concern about engagement we would refer these to the appropriate Phase Lead/Head of Year in the first instance.

How will you assess my child's work and progress

We would expect to assess progress regularly, checking engagement, completion and any areas for strength and/or development. We would expect your child to respond to these checks in a timely manner. Pupils would therefore expect to receive quite regular feedback throughout the process.

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 those with special educational needs, may not be able to access remote education without support from adults at home. We would expect families to work closely with our SEND and Pastoral teams to ascertain the best type of support for the young person. This would ensure that there are opportunities to assess progress regularly, checking engagement, completion and any areas of strength and/or development.