

## Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/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?

For the initial period of isolation, students will access work set in google classroom as they would do for any other period of self- isolation (please see Remote education for self-isolating pupils), during this time we will communicate with parents outlining plans should entire cohorts need to access remote education.

### 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?

All departments have a written curriculum maps for each year group. These are followed by all teaching staff and are shared with students via exercise books.

The curriculum is set centrally with subject leaders curating and quality assuring the curriculum.

The curriculum offered to students during any periods of remote education will reflect our planned curriculum. The only exceptions to this will be in practical subjects where students will complete theoretical aspects of the course.

## Remote teaching and study time each day

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

In all year groups students will follow their normal timetables accessing a blend of live teaching and independent assignments. Live lessons/assignments will last for 50 minutes instead of 60 to allow staff and students to move between lessons and set up. The remote school day has slightly adjusted timings to better support online delivery:

Period 1	Period 2	Period 3	Period 4	Period 5
9:05am	10:05am	11:10am	12:20am	13:50pm

## Accessing remote education

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

Our platform for delivering remote learning is [Google Classroom](#). This is a platform staff, students and parents are familiar with from the first lockdown period. It is also the platform we use for setting and monitoring the completion of homework.

### 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 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 have carried out a survey with parents to identify students who will struggle to access remote learning, for example those who do not have access to a suitable device or internet access.

We have sourced a number of laptops and will loan devices to students who do not have access to a suitable device at home.

Where access to remote learning is a barrier, textbooks and paper resources are provided in the short term to support students.

To support families, we have created a dedicated web page outlining where parents can seek support should they have concerns. There are also video walk throughs to support families with accessing the remote learning platform.

Students are able to access Google Classroom using games consoles such as the Xbox and Playstation. This has been communicated with parents and a how to guide for each device added to the school website.

Our normal communication with parents via reports, phone calls and parents evenings will continue.

## How will my child be taught remotely?

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

### **Key stage 3 (Years 7 -9):**

- live teaching (online lessons)
- recorded teaching e.g. Oak National Academy lessons or video/audio recordings made by teachers
- access to digital textbooks
- maths watch
- printed knowledge organisers that match our planned curriculum and associated fortnightly quizzes. Results of these quizzes are reported to parents.

### **Key stage 4 (Years 10 -11):**

- live teaching (online lessons)
- recorded teaching e.g. Oak National Academy lessons or video/audio recordings made by teachers
- access to digital textbooks
- maths watch
- access to GCSEpod
- access to vocab express (MFL students)

### **Key stage 5 (Years 12 -13):**

- live teaching (online lessons)
- recorded teaching e.g. video/audio recordings made by teachers
- access to digital textbooks and hard copy textbooks students have available at home

Live lessons will be recorded and posted into google classroom for those students unable to access the lesson live.

## 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?

We expect all students who are well, to engage with remote education. Students are expected to complete all of the assignments set and to attend as many live lessons as possible. Where a child cannot attend a live lesson, they should access the recording of the lesson in a timely fashion.

To support students, parents should encourage their child to follow their typical daily routine of waking and preparing for the school day. Students should follow their school timetable, completing assignments during the planned timetable slots.

Where there are difficulties accessing remote education, parents should contact our pastoral team who will be able to provide appropriate support.

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

We will use class charts to record attendance and engagement with remote education every lesson for all students through a series of codes:

- 2- student engaged with learning and there are no concerns
- 1 – student engaged with learning but there are some concerns
- 0 – no engagement or assigned work not completed
- N – student did not join the live lesson

We will organise regular online parents evenings where form tutors will provide an overview of a child's engagement with remote education.

### 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:

During live lessons, students will receive verbal feedback (via Q&A) and have opportunities for self assessment as would take place in a typical lessons.

Each non-live lesson will have a brief assessment activity to enable us to judge how effectively students have engaged with the work and to inform our planning for future lessons. This could be a self-marking google quiz, a multiple choice hinge question, GCSEPod quiz or it could be an exit pass activity that staff can review and provide whole class feedback on to students in the following lesson.

Where students complete independent written work this should be supported by success criteria or mark schemes that students can use to reflect upon their own progress.

In KS3 students complete fortnightly multiple choice quizzes which assess understanding of key knowledge and concepts. Scores for these are shared with parents.

Staff will continue to set assessments that will be marked and feedback will be provided in line with our current school marking policy.

## **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:

Our SEN team has contacted students with an EHCP to identify how each individual can be best supported either working remotely or by them continuing to attend school.

EHCP students working remotely have been allocated 1:1 remote support sessions.

SEN students without an EHCP will be supported during live lessons using the strategies typically employed by their class teachers.

Our pastoral team has contacted vulnerable students to identify how each individual can be best supported either working remotely or by them continuing to attend school. Those working remotely have regular welfare calls.

We have a dedicated careers advisor who will be continuing to offer remote career advice.

A counsellor has been appointed who will make regular contact with our most vulnerable students.

Where parents have any concerns, they should contact our pastoral teams.

## **Remote education for self-isolating pupils (rest of school open)**

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?

All departments have a written curriculum maps for each year group. These are followed by all teaching staff and are shared with students via exercise books.

The curriculum is set centrally with subject leaders curating and quality assuring the curriculum.

In Year 7 -11 Oak National academy resources are shared with students via google classroom. The resources are selected to align with the curriculum delivered to students in school. From January 2021 each year group will have a dedicated Google Classroom for remoted education. Four hours of work are scheduled each day, with a clear timetable for students to follow. Students will also be expected to complete homework tasks and assignments which will be set by their subject teachers, within class google classrooms.

Resources are scheduled and date marked, enabling students to ensure they access the correct resources for their period of absence.

Furthermore, in Key Stage 3, all students are provided with a termly knowledge organiser which reflects the planned curriculum. Students are set fortnightly homework, remotely via self-marking quizzes to assess knowledge recall.

In Key Stage 4 all students have access to GCSEpod. Staff set videos and assignments to be completed on a fortnightly basis.

Students in KS3 and KS4 will have daily contact with the pastoral team through a remote google meeting.

In KS5 staff are sharing resources through google classroom that align with the curriculum. These are prepared by staff and consist of a combination of live lessons, pre-recorded lessons and short, structured assignments.

The amount of work set in google classroom is commensurate with the curriculum delivered within school.

Explanations of new content is explicit in the resources selected as we are using the Oak National academy resources in Year 7 -11 and teaching staff are devising curriculum resources and/or videos for KS5.

In order to assess progress of students, the google classroom resources will be accompanied by assessments outlined in our schemes of learning. Individual class teachers set these assignments. These are known as 'green sheets'. Staff will then be able to mark these assessments and provide students with feedback upon their return to school from self-isolation in line with our school marking policy.

Students are able and encouraged to direct questions to staff via the google classroom.