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 where national or 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

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?

Our school remote education provision will made available through the Microsoft TEAMS platform which has been established in school.

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, in science there will not be any practical lessons although these will be demonstrated on videos. This is similar for DT, Art Music and PE.

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:

Key Stage 1	N/A
Key Stage 2	N/A
Key Stage 3 and 4	5 hours

Accessing remote education

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

Access will be through TEAMS where live lessons will be taught at the same time as the timetabled lessons in school.

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:

Where pupils do not have access to TEAMS we will try to provide laptops with the allocation given by the government. However, TEAMS can also be accessed through smart phones and through games consoles.

If there is an issue with accessing TEAMS due to the availability digital device please contact the Pastoral Learning Manager for your child's year group to get help.

If there are issues with internet access we can support this with dongles or extra data on SIMS cards.

For the year 11 students that are doing mock exams these will be distributed in paper packs and will need to be returned to school for marking.

How will my child be taught remotely?

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

St. Michael's staff are providing live lessons where they are talking directly on camera to the students who are listening with the camera and microphone off. The lesson is therefore explained with clarity and teachers can ensure that students understand the content. Problems can then be discussed and resolved.

Students are then given time to complete tasks set and teachers stay on-line live to be accessible through the chat function on TEAMS.

Some lessons will be recorded earlier by staff but will still be introduced live by the teacher.

Where appropriate some lessons from the Oak Academy may be used.

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 that all students are in time for lessons for the register to be taken. Also, we expect that they attend all 5 lessons each day.

We expect the students to follow the protocols for remote learning regarding behaviour

We ask parents to provide a quiet place for the students to be able to work.

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

Registers are taken in every lesson and pastoral staff contact parents where any student has not been online at the time of their lesson.

The school runs a fortnightly timetable. In line with this the engagement in lessons is graded from A to D to indicate the quality of engagement and work produced in any fortnight period. Where engagement is a concern this will be communicated to parents at this time.

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:

Feedback is given through the assignment section in TEAMS. Assignments are given due dates to be handed in and marked.

Feedback can also be managed through platforms such as Hegarty maths which offers a valuable extra tuition based on the gap analysis done by staff in school.

Staff are encouraged to use whole class feedback in the live part of the teaching to offer verbal feedback to assess effectively.

Quizzes are used frequently to embed learning and this also provides immediate feedback.

Students should expect to receive feedback at least once a fortnight depending upon the frequency of lesson in that subject.

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:

> The SEND team have weekly contact with all learners that are on the SEND register. This is done via the TEAMS app.
>
> Where additional support is needed provision can be personalised to the needs of the student.
>
> The SENCo regularly shares best practice with staff regarding differentiation for resources to improve the accessibility for students.

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?

> The provision for any student that is self-isolating will also be on TEAMS but it will not be live. The lessons will follow the curriculum to ensure that when they return to school following the self -isolation there will be no gaps in the education. In all other aspects the provision is the same .