Remote education provision: information for parents

This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to students at home

During remote learning, we will be using Microsoft teams [TEAMS]. Teachers will teach the lesson in the usual manner with around 30 minutes of input. The rest of the lesson students will be expected to work independently, using the TEAMS chat function to communicate with their teacher in the usual manner. This is to prevent prolonged screen time and to ensure students continue to develop their independence. The school day will follow the usual school timings. All resources for the lesson will be in the files section of the meeting.
If a child is told that they must self-isolate (and therefore work remotely) they will be invited, on TEAMS, to join their usual lesson "live". Occasionally there may be a delay in this invite being issued, dependent on when teaching staff are informed of the need to self-isolate. This will be dependent on the time of day in which test results are passed to the school and the case load at the time.
The live lesson will be just that, live. If the teacher is at school, or at home isolating, the lesson will take place at the same time that the lesson usually would [if the child was at school]. They will be able to hear the teacher and see the screen which is shared. Any documentation required, or video links, will be stored in the files section on TEAMS or shared in the chat function during the lesson. Both the chat and the files are available after the lesson as well as during.

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, to ensure the H&S of students in school during practical subjects, to start all students will receive the theory aspect of the lesson and then those online will be given another task to complete (either theory or practical) whilst those in school carry out a practical task.

Remote teaching and study time each day

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

Every student on remote education will follow their classes timetable and be expected to attend every lesson. To help with a consistent approach, the times link to the normal running of the school day.

The 'Well-Being' session has been put in during the mid-part of the day to allow for students to do something different from the online live teaching. During this time, they will not be required to log on. They should use this time for engaging with something different, and where possible encouraged to do some exercise.

Below are the timings for when students at home should log onto TEAMS for their lessons:

	Tutor	1	2	3	4	lunch	5	Tutor
Monday		9.30-10.20	10.20-11.10	11.40-12.20	12.20-1.10	Well-Being	2.00-2.50	2.50-3.00
Tuesday	9.00-9.30	9.30-10.20	10.20-11.10	11.40-12.20	12.20-1.10	Well-Being	2.00-2.50	2.50-3.00
Wednesday	9.00-9.30	9.30-10.20	10.20-11.10	11.40-12.20	12.20-1.10	Well-Being	2.00-2.50	2.50-3.00
Thursday	9.00-9.30	9.30-10.20	10.20-11.10	11.40-12.20	12.20-1.10	Well-Being	2.00-2.50	2.50-3.00
Friday	9.00-9.30	9.30-10.20	10.20-11.10	11.50-12.30				

Accessing remote education

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

All remote education will be delivered and directed via Microsoft TEAMs. Each student has been given their login details, however, please call the school if unable to login.

Access to the documents required for the lesson will be held within the files section (at the top of the page).

www.mymaths is also used, especially in KS3.

Expectations of students behaviour in class is the same for online learning as those in school. Students should use appropriate language, not be eating and drinking, listening to and following staff instruction throughout the lesson.

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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

Any smart device (for example, a phone or kindle) will be able to access our remote learning provision. Laptops have been lent to students, on a short term basis, to support their learning.

Most of our students do have Wi-Fi or suitable internet access. We currently do not have any students without internet access.

If you, as parents, have concerns regarding and computer of Wi-Fi provision please contact the school.

Any printed materials needed to complete work will be provided and delivered to students home.

Work should be submitted via the files section of TEAMs, however, there might be incidents where this is required to be handed in for which arrangements will be made.

How will my child be taught remotely?

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

If the teacher is well; either at school or isolating at home, students will receive live teaching via TEAMS. Teachers may use a range of resources, as they would do as would be the case if student learning was taking place in the school building. Breakout rooms may be used (within TEAMS) for some students.

Teaching Assistants (TA's) will support the learning of those online either at school or isolating at home, and help to complement the teaching that is taking place

If a teacher is unwell then students will receive information on what cover is in place and how learning is to continue. This may include platforms such as MyMaths or recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).

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?

Students attendance to remote lessons is recorded in a similar manner to those students who are at school. Students are expected to attend lessons and participate using the chat function. Microphones and Videos to be switched off, unless asked to turn on my teacher. Points will be issued based upon attendance and engagement which can be used to buy items from the reward shop.

Parents are expected to ensure that students are engaging with the lesson and are taking a break, away from the screen, when they would usually have a break-time or between lessons.

Expectations of students behaviour in class is the same for online learning as those in school. Students should use appropriate language, not be eating and drinking, listening to and following staff instruction throughout the lesson.

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

Students are expected to engage in their learning via the chat function and work produced in the files section on TEAMS. Attendance to remote learning lessons is regularly checked. If a concerning pattern of behaviour appears, then parents are contacted by the school.

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 student work is as follows:

Assessment is carried out in line with our usual school practice with 3 weekly assessment points.

Feedback will be given "in the moment" during lessons either verbally or within the chat function on TEAMs. Work submitted via the files section, the chat function or through email. This work will be printed off, marked and put into students books.

3 weekly feedback sheets/stickers will be completed and provide feedback to the student about progress made and areas for future development which will be communicated to students and parents. These will then filter into the end of term reports as part of the Academic Review Day process.

Additional support for students 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 students, for example some students 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 students in the following ways:

Support provided by Pastoral Team initially to ensure students are able to access remote learning. Daily phone calls to those who have not engaged as well as support from tutor and subject teacher. TA's during the lesson will support students to assist in the learning process.

Remote education for self-isolating students

Where individual students 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 students 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?

Those students who are self-isolating then the approach set out within this document will still be the same and the expectation is that they would access the full curriculum at home via TEAMs.