

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 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.

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

Our remote learning will begin as soon as pupils are sent home. They will access live lessons via google meet links in their google classrooms for each lesson.

Pupils will follow the usual curriculum they would be following in school, with perhaps a few adaptations in practical subjects where a lack of equipment would stop the planned activities from taking place.

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	Pupils will follow their usual school timetable throughout the whole day
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Accessing remote education

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

All pupils have google accounts and have been automatically enrolled into google classrooms for each lesson they have. Resources for lessons will be shared here, and a link to the live google meet is available on the stream page in each classroom. They may be asked to submit work via google classroom too.

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. If you require support with this we can offer the following:

- a loan of a chromebook to give pupils a device to work on
- 4G dongles to give access to the internet
- prepaid data SIMS to enable devices to be tethered to phones without any cost
- contacting your mobile phone provider to increase the amount of data you get without any further cost

In extreme cases, we can also provide printed work for pupils to complete, but this would not necessarily match the content being delivered in the live lessons.

How will my child be taught remotely?

We use the following approaches to teach pupils remotely:

- live teaching (online lessons) will be the main format of lessons, delivered through google meet. Google classroom will be used to share resources.
- there may be occasions where it is not possible for live teaching to take place, for example if a teacher is absent for any reason. In these cases, pupils will be informed and work will still be provided via google classroom, this may include links to videos from other providers such as Oak National Academy or Hegarty Maths.

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?

Pupils should attend all lessons on their timetable following the usual timings of the day. They do not need to be in uniform, but should be dressed appropriately. They should have their microphones muted unless they need to ask or answer a question.

The best thing you can do as a parent is to make sure that your child has a space to work without distractions and is organised and ready to join the correct lessons at the correct time. Spending some time making sure they have completed the work that has been set to the best of their ability would be beneficial too.

Parents should not be joining or viewing the lesson being taught and shouldn't be seen or heard on screen. If you need to speak to the teacher, then please do this through the usual channels by phoning the school or using email. Contact with teaching staff should be focused on providing any necessary support for pupils having difficulties with the work being set, rather than the content of the live lessons.

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

We will be taking registers every lesson to track engagement. Where pupils are not engaging, parents/carers will be contacted as soon as possible.

Poor behaviour in live lessons will not be tolerated and pupils will be removed from the lessons by the teacher if it continues to disrupt the learning. Where this happens, teachers will log it on SIMS and will contact parents/carers to inform them.

If pupils are not submitting work when asked to, teachers will log this on SIMS and parents/carers will be notified of this through the SIMS parent app. Where this becomes a greater concern, the head of year will contact parents/carers directly.

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

Feedback can take many forms and does not 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:

Teachers are not expected to mark every piece of work that is set for pupils, but key pieces of work should be assessed either individually or using whole class feedback as they would be if the students were in school. Pupils should be informed when a piece of work is going to be assessed and, where possible, what form this assessment will take.

As pupils are not receiving the regular verbal feedback they would in class, they should go no longer than 4 hours of allocated contact time with a teacher without receiving some kind of feedback about the submission of work. This could be anything from verbal feedback through the live lesson or through voice recording in google classroom, comment marking on their work, positive feedback either individually or on the whole class stream, recognition through ambition points, whole class feedback or any of the other strategies outlined below.

What might we do?	What does it look like?
Whole class feedback and intervention	The teacher will carefully review a whole class' work. They will not necessarily annotate student work individually, but on the whole-class feedback sheets they will record formative assessment points: strengths, misspellings, misconceptions, successes etc. This sheet will then be shared in the Google classroom and students will act on targets pertaining to them in green font on their own work. This should happen every 6-12 hours.
Comment marking	The teacher will read and comment on each student's work individually. They will provide positive comments, and - where relevant - targets for improvement. This work will be returned to students in Google classroom so that they can read comments and act on feedback.
Summative Assessment	When a summative assessment takes place, comments will be typed on the assessment itself or on the individual student's assessment sheet for that piece of work. Comments will be clearly linked to the success criteria, be brief and be in student-friendly language.
Ambition Time	At the earliest opportunity following feedback or review, the teacher will provide 'Ambition Time', revisiting the areas for development with the class and re-teaching salient points. Students will correct and improve their work in green font.

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:

Teachers will continue to provide differentiated work and support as they would in the classroom. Where a student is supported by an additional adult in their usual timetabled lesson, this additional adult support will be available in the online lesson. If there is an additional adult in the online lesson, they will support remotely via a number of methods including: collaborating on shared documents; breaking down and reframing instructions; supporting with the completion of differentiated tasks.

Where further support is needed, as in the case with students with complex additional needs, we will work collaboratively with these families to ensure that the students have access to the support they need to successfully complete their remote learning alongside their peers. This support will be arranged on a case by case basis. All students with an Education, Health and Care Plan are able to attend school where additional adult support will be available in school to help them access their learning.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Pupils self-isolating will access lessons in the same way as described above, the difference being that teachers will then be delivering blended lessons with some students in school and some at home. This means that some lessons may not be able to have a live content, including Core PE and some technology lessons. Work will be provided via google classroom in these cases.