Expectations for Remote Education

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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.

Remote Education Provision: Information for parents

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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 document on page 8.

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?

As far as possible, remote learning will start on the next school day. For example if a bubble was sent home on a Tuesday, remote learning would start on a Wednesday.

For the first day, work will be set either through Classcharts or on Teams.

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, we will not be delivering Personal Development or Core PE lessons remotely although resources to support these subjects are available on the school website.

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:

Years 7, 8, 9, 10 and 11	5 hours per day plus some additional independent learning - This will be comprised of 5 lessons with each lesson lasting 1 hour. The remote learning content of each lesson will last 45 minutes. The remaining 15 minutes are used to ensure that there is an opportunity for teachers to offer additional support to individual students where appropriate (for example if they found aspects of the lesson difficult). During this time, students are asked to reflect independently on the learning in the lesson and to ensure that any notes, examples, questions set in the lesson are completed. - Additional 'Homework' tasks may be set in order to maximise the learning in lessons (e.g. learning of vocabulary, preparation for a test or practical experiments). - In addition, especially in Y11, students may be set work on their NEA assignments in order to ensure the maximum time can be spent on these. - These tasks will be set on ClassCharts as Homework.
Years 12 and 13	5 hours per day plus additional independent work. - Remote lessons will be scheduled as shown on student timetables. Each lesson will last 1 hour with the remote learning content lasting 45 minutes. The remaining 15 minutes are used to ensure that there is an opportunity for teachers to offer additional support to individual students where appropriate (for example if they found aspects of the lesson difficult). During this time, students are asked to reflect independently on the learning in the lesson and to ensure that any notes, examples, questions set in the lesson are completed.

	- Additional work will be set as 'homework' to supplement the work covered in lessons. This will generally equate to 3h per week per subject (equating to roughly two hours per day). - Homework for KS5 should not include the teaching of new content that is not at the same time being covered in the lessons. - Possible activities can include: NEA completion, consolidation of classwork e.g. essays, DIRT activities, wider research, flipped learning or revision for a test. - These tasks will be set as homework tasks on ClassCharts

Accessing remote education

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

- Every lesson should have some element of live content which will be delivered through Microsoft Teams. Students should follow their usual timetable throughout the day in order to access live content at the appropriate times. Times for lessons are given in the student planner and timetables can be access via Classcharts. When a teacher is unable to deliver the live element of the lesson, work will be set for students. This will be communicated via Classchards.

- Registration periods will run twice per week – usually on Monday and Friday. Students will join these through Teams.

- Students will have two assemblies to watch each week – one from their Head of Year and one from a member of SLT. Links to these will be posted on Classcharts.

- Teams or Classcharts will used to share resources relevant for each 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 pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- TEAMS can be accessed through Xbox or Playstation consoles. This is preferable to students accessing it through a mobile phone due to the screen size.

- Live lesson content is recorded with these recordings available for up to 20 days after the lesson via Teams. This is to support students accessing content at alternative times.

- We do have a limited number of devices that are available to be loaned to students. Requests for loan of devices should be made by to the school office (either by phone or email). Requests will be reviewed and priority given to vulnerable or disadvantaged students. Once approved, a loan agreement form needs completing by students and parents before devices can be issued.

- To enable internet connection we have a small number of pre-loaded SIM cards that can be used in mobile phones to create hotspots. Again, requests for these need to be made to the school office and priority will be given to vulnerable or disadvantaged students.

- If students do not have online access to materials, they should contact their Head of Year in order to arrange for relevant materials to be printed.

- Whilst online submission is preferred through both Teams and/or Classcharts, students can submit paper copies of work to their teachers – these should be posted to the school office where they will then be distributed to the relevant teachers.

How will my child be taught remotely?

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

- live teaching (online lessons)

- pre-recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- Resources produced by teachers (e.g. presentations, workbooks and 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

- structured project work and/or internet research activities

- assessments

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 to engage in remote learning by accessing resources and lesson content.

- We appreciate and value parental support in order to make sure students are ready for their lessons and have the resources that they need to fully engage in the lesson (pen, paper/exercise book).

- We appreciate your support in helping them have access to a microphone so that they can make contributions in lessons in order to support students being actively involved in lessons.

- We appreciate your support in helping to ensure students are able to login to the different channels we are using for remote learning (Classcharts, Teams and school emails).

- We ask that parents check Classcharts regularly in order to support engagement and learning by checking for homework and by monitoring rewards and sanctions that have been issued to students.

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

- Registers will be taken in lessons. These will be reviewed by our pastoral staff and contact home will be made when we identify students are not attending lessons.

- Classcharts rewards will be used to recognise contributions from students within lessons.

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:

- A range of different methods will be used to assess student understanding and provide feedback to students. These include:

    - Self marking quizzes

    - Assignments within Teams (or subject specific websites) where students submit answers. These may be multiple choice or more open ended activities.

    - Submission of other pieces of work. Where appropriate, files such as voice recordings or photographs may be required for submission.

- Feedback will be provided through a range of means. This will include:

    - Feedback from self marking activities

    - Review of student work in lessons

    - Written feedback following submission of work

    - Verbal feedback given to students

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:

- Frequent, regular communication between school and home to identify and overcome any identified issues with remote learning.

- Planned small group interventions (such as literacy and numeracy support) are continuing remotely. Parents of students involved in these will be told when these sessions will take place.

- Within lessons, teachers are differentiating work within lessons as they would usually. This may include a range of similar tasks being used in a lesson with students targeted to the resource most appropriate to their learning.

- We have attached a team of Teaching Assistants (TAs) to each year group and these members of staff will join the remote lessons to support students. We are trialing the use of breakout rooms within TEAMS lessons to allow TAs to work with small groups of identified students within lessons.

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?

We use a range of approaches to support students in these situations. Students will see a blended approach with both of these being used during their period of isolation. Class teachers will communicate with students as to the approach that they are using for their lessons. Possible approaches are:

- Packs of work

  Students are set packs of work designed to shadow the work being covered by their classes in school. This gives the students flexibility as to when they complete this work.

- Accessing lesson content remotely

  Students can join in the lesson from home through Teams. Students will be able to hear teacher explanation and view the teachers' screen. Resources supporting this lesson will be made available for the students to access.